# SECOND CONFERENCE OF TRAINING COLLEGES IN INDIA

## OFFICIAL REPORT OF PROCEEDINGS

**( Mysore, November, 1951 )**

**Faculty of Education & Psychology**
**Maharaja Sayajirao University of Baroda.**

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# PART ONE

# PROCEEDINGS

# PROCEEDINGS OF THE SECOND CONFERENCE OF TRAINING COLLEGES IN INDIA

## MYSORE, 9th, 10th & 11th November 1951

## INAUGURAL SESSION

***Friday, 9th November, 1951 : 9 a.m.***

The Second Conference of Training Colleges in India was held at Mysore under the joint auspices of the Association of Training Colleges in India and the University of Mysore on the 9th, 10th and 11th of November 1951. The proceedings commenced at 9 a.m. on 9th November 1951 at the Town Hall, Mysore and were opened by Shri A. C. Deve Gowda, Principal, Teachers' College, Mysore and the Joint Secretary of the Association of Training Colleges in India. Welcoming the President and the delegates to the Conference, Shri A. C. Deve Gowda said :

### Welcome Speech

SHRIMATI HANSA MEHTA, VICE-CHANCELLOR SIR, LADIES AND GENTLEMEN,

On behalf of the University of Mysore and on behalf of the Teachers' College, I have great pleasure in extending to you all a cordial welcome to this, the Second Conference of Training Colleges in India. I am grateful to the Association of Training Colleges in India for having responded to our invitation to hold its Second Conference at Mysore and for giving us an opportunity to welcome such an eminent gathering of Principals of Training Colleges, Heads of Training Departments of Universities and eminent educationists from all over India.

We are particularly happy that we have with us Shrimati Hansa Mehta to deliver the presidential address and to preside over deliberations. Those of us who had the privilege of attending the First Conference at Baroda know that the unique success of that Conference was due mainly to her unbounded interest and enthusiasm. She has the distinction of being the first and

the only woman Vice-Chancellor of a statutory University in India, and she represented India at the Human Rights Conference organised by the U. N. It is our good fortune that a lady of such eminence, culture and broad sympathies has chosen to take a special interest in educational matters. We feel sure that under her able guidance this Second Conference and the Association of Training Colleges of which she is the President will contribute in substantial measure to the improvement of education in which we are all vitally interested. I extend a very warm and hearty welcome to her and I sincerely hope that she will enjoy her stay in Mysore.

The First Conference was held at Baroda and it is in the fitness of things that Mysore should have the privilege of sponsoring the very Second Conference because the State of Mysore has always marched side by side with Baroda at the head of all educational and social movements in our country. We in Mysore are just a little proud of our salubrious climate as well as of our well kept city of lights and gardens, which provides us with all the facilities of modern urban life and at the same time retains atmosphere of peace and tranquillity conducive to the smooth pursuit of the Muses. In and around the city of Mysore there are places of interest which have drawn admiration from many a visitor to our city in the past. In the midst of your deliberations, I hope that you will find it possible to visit some of these places and we will only be very happy to help you in these directions.

Mysore has always tried to march abreast of other parts of India in the matter of patronising educational endeavour in the country. Indeed it was as early as in the thirties of the last century that an illustrious member of the Royal Family of Mysore set up the first English School in the State. Since then we have had the good fortune to have a succession of eminent and farsighted rulers who have given the first place to the spread of education in the State. It is gratifying to note that today Mysore has been spending on education alone, nearly a fourth of its entire revenue and education in all its stages—from the Nursery Schools to the Universities—has been making a steady progress in the State. Thanks again to the gracious and abiding interest of His Highness the Maharaja

of Mysore, our State has in recent years been the venue of a number of educational Conferences. The All India Federation of Educational Associations held its Conference here in 1948. The UNESCO Seminar on Rural Adult Education conducted its sessions in Mysore in 1949. In 1950, the Inter-University Seminar met here. As recently as the last week of September this year, the Mysore State Educational Conference was graciously inaugurated by His Highness. Indeed but for other and more pressing engagements it was hoped that His Highness would bless this Conference also by inaugurating it himself. The cause of education is so dear to our illustrious Ruler.

The University of Mysore has always been anxious to shoulder its responsibility in the matter of providing efficient facilities for the proper education of the graduate teachers in the State. As early as 1925, the University started the B. T. Class as a department of the Maharaja's College and when the faculty developed it was thought fit that it should be provided with adequate accommodation and facility for expansion. It is with that hope and it is with the desire that along with the training given to the teachers, facility should be offered for conducting research and experiments in education that a fully equipped Teachers' College was ushered into being in 1947. Our Teachers' College has its own Psychological Laboratory, its own Practising High and Middle Schools and its own modern equipment for Visual Education.

This Conference is especially interested in teacher education at the university level. In other words we aim at improving the standards of the teachers in our secondary schools. It is but right that we should have attached the greatest importance to secondary education. The secondary stage of education is the pivot of the entire educational system. It is connected on the one side with primary education and on the other side with university education. It must provide a type of education which while satisfying the demands of the University will also satisfy the varying needs of society at large. It is from our secondary schools that the State has to draw most of its service men and the society most of its skilled workers. Further, it is from these schools that the future leaders of India are to emerge. The teachers in secondary schools have to handle

pupils who are in the stage of adolescence and as students of psychology know, it is the most difficult period to manage. It is also at this stage that many new and difficult problems arise, *viz.*, the problem of specialisation, the problem of learning one or two additional languages, the problem of the medium of instruction and the problems connected with public examinations. The responsibility of Training Colleges is therefore very great indeed, because they have to train the teachers who are familiar with these problems and who are ready to face them in their schools.

Interested as we are in the training of secondary school teachers, I feel that it is essential that the present one-track system wherein all roads lead to the University should yield place to a multi-track system. From the point of view of the training of teachers this raises the question whether teachers of special subjects such as Drawing and Painting, Music, Domestic Science, Commerce, etc., need training or not. The present apathy regarding the problem of training teachers in these technical subjects should yield place to a well developed system of efficient training in those fields also. Gone are the days when proficiency in one's own subjects was thought to be a guarantee of one's ability to purvey that knowledge to others.

It is our good fortune that we have in Dr. Manjunath, a Vice-Chancellor who is overflowing with energy and with new ideas and who is above all overwhelmingly sympathetic towards teachers. Because the Teachers' College is one of the youngest colleges in the University, he has a very soft corner for it and he is anxious to see that it becomes the best Teachers' College in India. It is largely on account of his initiative that the Mysore University gave a lead to the other Universities in India by organising a Summer Course for College Lecturers last summer. It is again on account of his keen interest that we have a fully equipped Visual Education Department now. It is also because of his sympathetic interest in our Association that the Mysore University extended the invitation to this Conference and we are meeting here this morning. We are deeply grateful to him for all these and we are very happy that he has also consented to inaugurate the Conference in spite of the fact that we approached him at the last moment.

We owe an apology to him and I am sure he will accept it with his usual academic tolerance.

I have very great pleasure in requesting him to inaugurate this Conference.

As requested by Shri A. C. Deve Gowda, Dr. B. L. Manjunath, Vice-Chancellor of the University of Mysore, then delivered the inaugural address of the Conference. He said:

### Inaugural Address

SHRIMATI HANSA MEHTA, LADIES AND GENTLEMEN,

I have been given the proud privilege of inaugurating this morning the Second Session of the Conference of Training Colleges in India. On behalf of the University of Mysore, I extend a warm welcome to the distinguished representatives and guests assembled here. Your first Conference was held in Baroda last year under the combined auspices of the Maharaja Sayajirao University of Baroda and the Indian Institute of Education, Bombay, and both deserve our warm congratulations for their initiative. You began with a very ambitious programme of studying the problems of Teacher Education in India in all their bearings and accomplished a considerable amount of spade work, and you now propose to follow up that work and study a few selected problems with greater intensity.

I take this opportunity to pay my personal tribute to your President and my distinguished colleague, Sm. Hansa Mehta. A large measure of the success of your First Conference was undoubtedly due to her wise guidance of your deliberations, and I feel that under her maternal care, your organisation will rapidly get over its teething troubles and soon develop to adult stature. In her you have a dynamic personality capable of rapidly translating thought into action. While we men continue to draw up reports and toy with plans, and get lost in arguments over non-essentials, during the short period she has been the Vice-Chancellor of the Maharaja Sayajirao University, she has introduced far-reaching innovation in Indian University Education, such as the Faculty of Home Science, the College of Fine Arts, the Department of Dramatics, etc. I sincerely hope that she will continue at the helm of affairs in the Uni-

versity of Baroda for many years and I would recommend to you to elect her as your Life President.

Your Conference is meeting at a time when all over India there is an acute feeling of dissatisfaction with the prevailing system of education. We are straining our material resources to the utmost; yet we feel that our children are not deriving benefits commensurate with the vast expenditure of money and energy on the spread of education in the different States in India. Among the numerous causes for this unsatisfactory state of affairs, the most important relates to the supply and training of teachers on whose efficiency and zeal the whole of the educational superstructure depends. The failure of our present educational system is due, in a large measure, to our blind refusal to recognise this imperative need. Society has yet to realise that Teaching like Law, or Medicine, or Engineering is a highly technical profession demanding great skill and dexterity consequent upon sound training and practice.

There is, further, an acute need for developing a scientific system, suited to our country, of aptitude and attainment testing, and educational and vocational guidance. Teachers' Colleges should undertake the great responsibility for the elimination of the present colossal wastage of educational effort, and the feeling of frustration among the teachers and the taught.

We in Mysore have always been conscious of the importance of teachers' training and have been taking measures to provide suitable professional courses. We began by deputing graduates to undergo training in the Teachers' College, Saidpet, and later opened a Graduate Training Class in the local Undergraduate Training College. In 1925, the University of Mysore undertook responsibility in the field and started a Department of Education in the Maharaja's College. The course soon became so popular that it drew students from many distant parts of India and Burma. Its growing needs necessitated the foundation of the present University Teachers' College in 1947, with the renowned educationist, Prof. M. Siddalingaiya, as its first Principal. During the short period of its independent existence we have equipped the College with a Psychological Laboratory and a Visual Education Section. However, we are conscious that

the existing facilities fall far short of our requirements and we expect to make rapid progress under the energetic leadership of the present Principal, Prof. A. C. Deve Gowda.

Recently we have also introduced Education as an optional subject of study in our B. A. and B.Sc. classes. It is our earnest hope that Graduates with Education as one of their subjects of study will make better teachers. The course includes the Philosophy of Education, the History of Educational Ideals and Educational Psychology. Our expectation is that the bias given towards education at the undergraduate stage will lessen the load in the year spent at the Teachers' College and make the professional training more purposeful.

Another experiment we are trying is in relation to the problem of the professional training of college teachers. Time was when the very idea of demanding professional training from University Teachers was anathema. We have realised that by giving our Lecturers a regular course of training we will be making our University Education more and more efficient and fruitful. Last summer we started with a short course of intensive training, and we are now planning to expand this to make it a regular feature of our Teachers' College.

One of the primary functions of a University is to select and train its teachers. Indeed it is only through this process that the University can perpetuate itself. Enlightened self-interest demands that the Universities should pay the highest attention to the problem of training its teachers. I am happy to find that at the All India Educational Conference held recently at Bombay, a Committee has been set up to examine this problem in detail. I am sure that your Conference also would like to consider this question and tender advice that will be profitable to us.

Your Conference is primarily concerned with the problems of Teachers at the Secondary Grade. But I feel that it would be profitable and mutually advantageous to bring all grades of Training Institutions in a State under the control and direction of a common authority. Normal Schools and Undergraduate Training Colleges stand to gain if they are brought into touch with the University Teachers' Colleges. The Universities may institute certificates and diplomas in education for undergraduate trainees.

In passing I would like to point out also that with the limited resources of the country, it is not possible to meet in full the present greatly extended demand for trained teachers. In this connection, I wish to invite your opinion on a suggestion of a system by Dr. C. R. Reddy, our late Pro-Chancellor, for the institution of professional training through correspondence courses spread over a couple of years, with a brief but intensive training at the end. I notice that the Preparatory Schools Teachers' Association in England has recently embarked on a similar scheme.

Thoughts like these lend added importance to your Conference. All those interested in the welfare of India and who realise that the success of the greatest experiment in human history, namely, the success of secular democracy in our vast country lies in the hands of the teachers, watch your deliberations with great hope and look forward to your well-considered recommendations in regard to the different aspects of teachers' training. Staggeringly vast and complicated as the problem is, it has to be faced and solved if India is to survive as a nation in consonance with the best in her own traditions and in terms of equality with the other great nations of the world.

I wish you every success.

Shrimati Hansa Mehta, Vice-Chancellor of the Maharaja Sayajirao University of Baroda and the President of the Association of Training Colleges in India then delivered the Presidential Address. She said :

## Presidential Address

SHRI VICE-CHANCELLOR, LADIES AND GENTLEMEN,

It was about a year ago that we met at Baroda, for the first time in the history of teacher-training in India, to consider the ways and means of co-ordinating the activities of training colleges that function at the university level. We then decided to bring into existence this Association of Training Colleges under whose auspices we have assembled here to-day. The principal object of this session is to take stock of some of the major problems that face us in teacher-training and to see how

we can best contribute to the solution of the complex problems that make Indian education so difficult, and yet so fascinating a study. This historical capital of one of the most progressive States in India forms an inspiring and fitting background for our deliberations and an excellent lead for them has just been given by the inaugural address of the Vice-Chancellor of the University of Mysore, Dr. B. L. Manjunath. We can never be too thankful for these favours and on behalf of the Association of Training Colleges and all the delegates present here, I take this opportunity to convey our gratitude to the University of Mysore for their cordial hospitality and to the Government of Mysore for their kind interest. You will, I trust, fully support me in the view that these will greatly facilitate our deliberations here.

I do not propose to say anything about the various subjects that figure in your agenda. At the level where we are working, it is *depth* and not *expanse* that matters. I am, therefore, glad to note that you have restricted the discussions to a few topics so that each problem can be thoroughly discussed in detail. This is a valuable convention you are trying to create and I would even commend it to other conferences for adoption. My sole object to-day is to invite your attention to certain major necessities and requirements of our educational situation which have important implications for training colleges and which are likely to condition all our work in the immediate future. By this, I refer to the first Five Year Plan whose draft has just been published by the National Planning Commission and whose implementation is to be undertaken immediately. It is true that the Plan is still provisional and published only for eliciting public opinion; but from the trend of the discussions in the Parliament and the State Legislatures, it appears that the Plan will be accepted with only a few minor modifications. We might, therefore, accept it as almost final and try to ascertain the general lines of educational reconstruction that it indicates and the tasks it assigns to the training colleges to perform.

For convenience of discussion, I might briefly summarise the proposals of the Plan in so far as they concern our deliberations here. It covers the five years from 1951 to 1956 or 1952

to 1957 and is divided into two stages—the first of two years and the second, of three years. The total expenditure is estimated at Rs. 655 crores for two years and Rs. 1493 crores for five years. It covers almost all aspects of national life and naturally gives priorities to the directly productive activities like agriculture, irrigation, power supply, transport and communications, and industry. As it emphatically points out, " the first objective of national planning for India is to strengthen the economic base so that, in later years, an increasing proportion of resources can be applied to the development of social services." As this is the first Plan, all social services are relegated to a minor position. They only get Rs. 254 crores or 17% of the total expenditure. Education has been honoured as the best and the most important social service. But it only gets Rs. 123 crores or about 8% of the total outlay. Out of this, the Federal Government will contribute Rs. 32 crores, the Part A States will give Rs. 74 crores, Part B States, Rs. 12 crores and Part C States, Rs. 5 crores. Bombay contributes the highest amount—Rs 21.43 crores and Manipur the lowest—Rs. 4 lakhs. It needs no lengthy argument to conclude that these small amounts impose severe restrictions on educational expansion. The introduction of universal and compulsory education for seven or even four years, the liquidation of mass illiteracy, the reorganisation of secondary and higher education on a selective basis along with the provision of adequate bursaries for the poor, but deserving pupils—these problems will have to be shelved to a future date, whether we like it or not, and the immediate programme of work will have to be *qualitative* rather than *quantitative*. As the Plan itself points out, the immediate objectives of reconstruction should be : ( 1 ) to reorientate the admittedly defective system we have inherited so as to make it serve the requirements of national planning ; ( 2 ) to evolve educational techniques which will build up greater social cohesion and solidarity, give better satisfaction of cultural needs, co-ordinate the work of the home, the school, and the life outside, and create the discipline essential for honest and efficient discharge of one's duty ; ( 3 ) to establish model basic education centres comprising of all stages and rural universities, if possible ; ( 4 ) to reorganise secondary education to serve the practical

needs of the community more effectively and to provide cadres for leadership, especially in rural areas; (5) to plan the transition in respect of the medium of instruction at the university stage carefully so that the quality of instruction will not suffer in the process of change; (6) to establish community centres and evolve better training methods for social education workers; and (7) to explore the possibilities of the idea of "self-support" so that the cost of education to the State as well as to the family is reduced as far as possible. Quite evidently, these general directions of the Plan are inspired by two fundamental considerations: to reduce the cost of education so that expansion becomes easier when it will be taken up in right earnest—presumably in the next quinquennium—and to bring about a qualitative change in the education which will ensure a better return, in terms of social welfare, for the money spent on the educational institutions of the day.

This is not the place to discuss whether such a Plan is really satisfactory. Some of you might not agree to it and feel that larger funds ought to have been assigned to education and a bolder approach to educational reconstruction ought to have been made. I, for one, will not like to discourage any voice that asks for more funds for education on claims that it should have a higher priority. But all the same, we must, as practical people, accept the hard realities of finance and understand the limitations under which we shall all have to labour for the next five or six years. While, therefore, I do not desire to slacken any effort to evolve a more liberal Plan, I do suggest that your efforts would have a greater practical value if they are directed to ascertaining your role in this reconstruction and to discharging it effectively.

What is this role which the Plan assigns to training colleges functioning at the university level and what have these institutions to do in order to do justice to it? To begin with, I would like to invite your attention to the extreme importance which the Plan attaches to research. The Federal Government has been enjoined to support educational research; and among the special fields where systematic research is required, the Plan includes several aspects of basic education, integration of the schools with the life of the community, place of English in the

curriculum, vocational guidance and aptitude tests, techniques of social education, and "self-supporting" aspect of educational process. These few topics which happen to be specifically mentioned in the Plan need not even be taken as an indicative list of the subjects on which research is needed. In fact, the one basic principle enunciated by the Plan, *viz.* the reconditioning of the traditional educational system to suit the requirements of national planning, implies the critical examination of almost every aspect of our educational system—a task which large-scale and comprehensive research alone can do. Moreover, the very statement of the educational problem as made in the Plan, *viz.* the paucity of resources which rules out urgent issues like compulsory education or liquidation of illiteracy raises several important questions for research. What additional resources can we get for education? How and to what extent? If available resources are going to be limited, how can we reduce the cost of education to make universal education possible? Should we accept or try to work out the scheme of basic education in the truly Gandhian sense and make primary education largely or wholly self-supporting? Or should we adopt the shift system or some other form of part-time instruction? Or should we, as Shri Rajgopalachari suggested, allow the children to learn a craft at home and then to study the rest of the curriculum in schools for three days a week? These and such other vital questions arise at every stage and if they are to be answered properly, we need research of high quality on a very extensive scale. We must have efficient and devoted guidance, multiplication of research centres, and larger funds, more workers, especially on a whole-time basis; and the organisation of a central agency to co-ordinate the activities carried out at different stages and at different centres. This is the special field where the members of this Association have an extremely important role to play, both individually and collectively and I would request you to give your earnest consideration to the problem.

I do not propose to anticipate your findings on this issue but I shall be failing in my duty if I do not bring to your notice certain specific suggestions that I hold as important. In the first place, research is now a monopoly of the training colleges functioning at the university level. This restricts the number

of research centres unduly and also gives an unwanted bias in favour of research in urban areas or on problems of secondary education. I see no reason why a research centre should not be organised in every primary teachers' training college—a slight improvement in staff will make this possible—but this is not done. One would expect the establishment of research centres in connection with the Graduates' Basic Training Centres which are so well staffed and whose responsibilities in making the new education successful are so onerous. But that also is not done. You would, I trust, support me in the view that this is not a happy state of affairs. The organisation of research centres in Graduates' Basic Training Colleges or primary training colleges will increase the number of research centres very materially and would also bring problems of primary and rural education under proper investigation. To my mind, every teacher-training institution can and should be equipped to conduct research in its own field and I would commend this suggestion for your consideration. Besides, we must also have State Bureaux of Educational Research which can do valuable work in certain directions, especially in problems connected with educational administration. Above all these, there must also be a Central Bureau of Educational Research for purposes of co-ordination and for conducting research projects of national importance. It is for us to think of these and other agencies that can promote research and suggest practicable plans for their establishment and maintenance.

The second significant consideration that emerges from the Plan is the importance of experimentation. Ideological experimentation designed to assist in solving the complex problems of Indian education is so obviously important that no arguments need be advanced in its support; and the extensive experiments visualised by the Plan include pilot projects for new ideas, intensive educational development of selected areas, projects for evolving improved educational methods in various fields, community centres, integration of school with community life—especially in rural areas, pre-and post-basic education, new courses in secondary education, selection of students for higher education, co-ordination of social education with rural development, " earn and learn " methods, and so on. Some of

these experiments are but the other side of similar research projects and will naturally go hand-in-hand with them. You will, I trust, readily agree that experiments on these and such other allied problems are absolutely essential and that the Plan is fully justified in emphasizing them. But what concerns us more is not the need or importance of these experiments, but the agencies to conduct them. Should they be conducted by official or non-official agencies? The plan does not answer the question. There is, however, no doubt in my mind that such experiments are better conducted under the auspices of universities or private organisations. The difficulties of carrying out an experiment under direct government control are well-known. Departmental red-tape, slow evolution of policies, difficulties and uncertainties of either getting the right kind of staff and maintaining it at the experiment continuously for a sufficiently long period, and such other exigencies of public administration make it difficult to achieve success in any idea which tries to be out of the usual rut. But what is even more important, the very atmosphere of an experiment is often vitiated by the adherence of governments to certain policies which make an unbiased approach to the problem rather difficult. From each one of these view-points, therefore, a university is in a much better position than government to experiment in education. That is why it is often argued that a university experiment in basic education would have a far greater convincing value than any departmental affair. Private bodies also can do excellent work, especially as they can often rope in excellent personnel. I do not suggest that governments should not experiment at all. I only mean that governments should realise the value of experiments conducted by universities and private organisations and give them every encouragement.

If this thesis is accepted, it follows as a corollary that our University Departments of Education and private training colleges must also be prepared to experiment in different field of education. Unfortunately, it is here that our failure appears to be the greatest. Our training colleges conduct, at the most, a practising school. In several cases, even this is not done. But as Dr. Michæl Sadler pointed out, a practising school is not an experimental school. The former is and should be an ordinary

school like the one in which the teacher will have to work after his training is over. But an experimental school is a small institution whose object is not to sharpen the teaching procedures of budding teachers but to try new ideas and techniques to make education richer and more fruitful. We have not as yet thought it worthwhile to conduct even secondary schools on an experimental basis. That is the least we can do. But we must also conduct experimental primary or preprimary schools and all types of experimental schools in rural areas. Unless this is done and our universities or competent private agencies take upon themselves the responsibility of conducting educational experiments of different types, the progressive lead which our education needs so badly today would never be given. This is another aspect of the problem, therefore, that needs our most earnest consideration.

Ladies and gentlemen, I do not propose to take more of your time. I do not want to defend the First Five Year Plan as an ideal one—even the authors of the Plan do not make the claim —nor even as the best that could be possible under the circumstances. I only wish to point out that the Plan has attached the greatest importance to research and experimentation in the first stage of educational reconstruction. This is a view on which there can be no differences of opinion and it throws immense responsibilities on the training institutions at all levels and especially on those that function at the university level. With all the emphasis at my command, I request you to recognise these heavy responsibilities which the nation is placing on you and to strive your utmost to discharge them efficiently so that, when the first five year plan is over, we shall have forged a powerful and efficient tool that will enable us, at no distant date, to achieve our goal of giving the best of education to all our children.

## MESSAGES

Shri T. K. N. Menon, Dean of the Faculty of Education and Psychology, Maharaja Sayajirao University of Baroda and the Joint Secretary of the Association of Training Colleges in India then read out the messages received for the Conference.

*Message from Shri H. C. Dasappa, Minister for Finance and Industries, Government of Mysore:*

" I acknowledge with thanks the kind invitation of the Vice-Chancellor of the University of Mysore and the President of the Association of Training Colleges in India to the Second Conference of Training Colleges. I wish the Conference all success. "

*Message from Shri T. Mariappa, Home Minister, Government of Mysore:*

" I thank the Vice-Chancellor of the University of Mysore and the President of the Association of Training Colleges in India for the kind invitation to attend the Second Conference of the Training Colleges in India. I regret my inability to be present on the occasion and wish the function all success. "

*Message from Shri K. T. Bhashyam, Minister for Law, Government of Mysore:*

" I thank the Association of Training Colleges in India for the kind invitation to the Second Conference of Training Colleges in India. I regret my inability to be present on the occasion owing to previous engagements. I wish the function every success and have no doubt that the deliberations of the Conference will serve best the cause for which the Association stands for. "

*Message from Shri B. G. Kher, Chief Minister, Government of Bombay:*

" I am glad to know that Teachers' Training and Education are receiving serious attention of educationists. A reorientation of our educational ideology and practice should be necessarily reflected in teachers' training. It is most essential that the truer values are emphasised and implemented in the Training Centres. The difficulties of integrating Secondary Education with life in the areas is a problem deserving our most anxious thought. In India Basic Education has started the process at the Primary Education stage. Through experiments and

research we have to find out how that spirit can be adequately expressed in all the stages of Education. The synthesis of Secondary Education by co-ordination securing a balance of physical education, craft, manual work, academic and cultural subjects, activities for character development and training for civic responsibility, vocational guidance and specialisation is a problem which presents many defficulties. I hope the deliberations of your Conference will prove greatly useful to us all and I wish all success to the Conference."

*Message from the Minister of Education and Health, Government of Rajasthan :*

"Regret inability attend wish Conference all success."

*Message from Dr. D. R. Bhattacharya, Vice-Chancellor, University of Allahabad :*

"I am glad to learn that the Second Conference of Training Colleges will be held in Mysore. I hope this Conference will be a step forward on the achievements of the last Session and its deliberations will be marked with the attempt to pursue many useful lines of enquiry and investigation. Make the teaching profession a living force that may serve as an inspiration and encouragement to the coming generations. I wish the Conference all success."

*Message from Shri N. H. Bhagwati, Vice-Chancellor, University of Bombay :*

"I am glad to hear of the excellent work done by the First All-India Conference of Training Colleges. I am sure that the second Conference, to be held at Mysore under the presidentship of Mrs. Hansa Mehta, Vice-Chancellor of the Baroda University, will continue the good work already done.

The problems of progress of teacher education and, particularly, research in education, which are engaging the attention of your Conference and of the training colleges and Universities at the present day, are of the utmost importance to our country when the whole question of education in all its

stages is being considered in the context of India's present position as a sovereign democratic republic. Apart from the need of having more trained graduate teachers, there is need in this country of training research workers in education to tackle problems of educational psychology which are peculiar to this country. There is great scope for research in other fields as well, such as the improvement of the system of examinations, on which very little work has been done in this country so far. Then, of course, there is the problem of social education which is looking large on the horizon. I am sure that your Conference will be able to find a satisfactory solution for all these and other—connected problems. "

*Message from Dr. S. N. Sen, Vice-Chancellor, University of Delhi:*

" You are meeting in a Conference the importance of which cannot be overrated and at a time which is critical in the life of the nation. Free India needs a new type of teacher. On him will rest the future of the country to a great extent. Much, therefore, will depend on how the education of our future teachers is carried on. Our training institutions will have to be strengthened and reorientated to meet the needs of the changed times. I hope this Conference will tell us how we should do this. I wish the Conference all success. "

*Message from Shri C. C. Hulkoti, Vice-Chancellor, Karnatak University, Dharwar:*

" I feel happy to learn that the Association of Training Colleges in India has been invited by the University of Mysore to hold the Second Conference of Training Colleges at Mysore this year. The Association made a very good beginning last year by organizing the First Conference of Training Colleges at Baroda when it made a comprehensive survey of all aspects of —Teachers' Education in India. The Association has aptly chosen for study at its Second Conference a number of problems connected with the teaching at the Training Colleges. I am sure that the discussions will go a long way in throwing light

on the various problems connected with the Education at the Training Colleges. I have no doubt the Second Conference inaugurated at the gracious hands of His Highness the Maharaja of Mysore, under the Presidentship of such an eminent educationist as Smt. Hansa Mehta, will be a great success."

*Message from Dr. A. L. Mudaliar, Vice-Chancellor, University of Madras:*

"It is with pleasure that I learnt that the second Conference of Training Colleges in India is to be held in Mysore under the distinguished presidentship of Shrimati Hansa Mehta, Vice-Chancellor of Baroda University.

Many are the problems that face the Training Colleges today in our country and I feel sure that the conclusions arrived at, at such a Conference will be of the greatest benefit to all. The teacher's role is not confined to imparting knowledge, but his chief merit lies in the development of the character and personality of the students entrusted to his care. In a world so full of conflicting ideals and ideologies and in an atmosphere of growing tensions, this task becomes all the more difficult. It is the hope of all that those entrusted with the task of educating the future citizens of the State will be given every support in their noble endeavours. Other problems will necessarily be the subject of fruitful discussion. I trust that the public and the administrators will also take an interest in the discussion and that as a result thereof the teaching profession will be given that place of honour and respect which it has been the tradition of India to give. The problem of attracting persons best fitted for such a noble profession and in sufficient numbers is one that merits urgent and careful consideration. I wish the Conference every success."

*Message from Shri K. L. Dubey, Vice-Chancellor, University of Nagpur:*

"The Conference has a most laudable objective and I am confident that with the co-operation of professional education-

ists—which you have so well succeeded in enlisting—the Conference will be able to make an effective contribution to the progress of education in Free India. I convey my best wishes for the success of the Conference."

*Message from Nawab Ali Yavar Jung Bahadur, Vice-Chancellor, Osmania University:*

"I thank the Vice-Chancellor of the University of Mysore and the President of the Association of Training Colleges in India for their kind invitation to the Second Conference of Training Colleges in India. I regret deeply the inability to be present and wish the Conference all success."

*Message from Dr. R. P. Tripathi, Vice-Chancellor, University of Saugor:*

"On the character and quality of head and heart of the teachers depends the character and efficiency of our students on whom will devolve the great responsibilities of free India. The aims and methods of Education ought to keep pace with the changing world. We have to keep steps with the modern world and demands of life. You have my good wishes for the success of your Conference."

*Message from Shri Janki Nath Wazir, Vice-Chancellor, University of Jammu and Kashmir, Srinagar:*

"Let me at the outset confirm your surmise that I am undoubtedly deeply interested in the success of the Conference. Indeed, what son of India wishing his country to be prosperous and strong, wishing it to recapture the glory of its past could be indifferent to a moment which seeks to lay sure foundations for its future. For, the real wealth of a country lies in its people, and right education is the philosopher's stone which transforms base metal into precious gold, the teacher being the alchemist who conducts this mysterious process. The right kind of education and the right type of teacher are obviously

the two lungs of the national organism and on their healthy functioning depends its vitality and vigour. The Conference which seeks to give us both, thus plays a role the importance of which it is impossible to exaggerate.

The dawn of freedom has brought us face to face with problems and responsibilities of a grave nature and we shall be able to grapple with them successfully when our education render us fit for our great tasks physically, mentally and spiritually. The West disillusioned about the value of a purely materialistic civilisation is looking to us for guidance and direction and we have to play a big part in bringing sanity and peace to a world devastated by two world wars and standing on the brink of a third. For, India has ever been the spiritual lever of the world and it is her spiritual might which has enabled it to survive so many cataclysmic shocks while all other ancient nations and great civilisations live but in the pages of history.

Therefore, while we advance with quick strides on the path of material prosperity, we should never lose hold of our ancient ideals, based, as they are, on eternal verities and hold, as they do, the key of true happiness and perfection. The ancient tree of our noble culture must imbibe strength and nourishment from the sun-light of the newest knowledge in art and science to which it must contribute as magnificently as of yore, but it must continue to be firmly rooted in our glorious past. Therein will lie our good and the good of the world. I wish your Conference every success."

*Telegraphic Message from Shri Humayun Kabir, Joint Educational Adviser, Ministry of Education, New Delhi:*

" Glad to learn that Association Training Colleges in India holding Second Conference in Mysore stop Teachers the keystone to any educational programme stop Hope Conference will lead to increased interest in research and help training colleges devise better methods stop Wish conference every success."

*Telegraphic Message from Shri K. G. Saiyidain, Joint Educational Adviser, Ministry of Education, New Delhi :*

" Regret inability to be present. Please accept best wishes for successful session. "

Messages regretting inability to attend and wishing success to the Conference were also received from (1) Dr. A. V. Matthew, Principal, Shivaji College, Satara; (2) Principal Ramanandrao of Mangalore; (3) Principal S. R. Bhat of the S. M. T. T. College, Kolhapur; and (4) Revd. Sister M. Antoinette of the Mount Carmel College, Bangalore.

On behalf of the Association of Training Colleges and all the delegates present, Shri J. M. Sen, Head of the Department of Education, Calcutta University, proposed a vote of thanks to the Government of Mysore and the authorities of the University of Mysore for their interest in and assistance to this Second Session of the Conference. He expressed the deep gratitude of the Conference to Dr. B. L. Manjunath who had taken keen interest in the Conference and had been kind enough to deliver the inaugural address; to Shrimati Hansa Mehta who had spared five days for the work of the Conference in spite of very pressing engagements elsewhere and had delivered an address which cannot but be of valuable guidance; and to Shri A. C. Deve Gowda and his colleagues and students for their indefatigable exertions to make the delegates comfortable and the Conference a success.

The general session was then adjourned to 2 : 30 p.m. on the same day.

## GENERAL SESSION

### *Friday, 9th November, 1951 : 2-30 p.m.*

The Second Conference of Training Colleges in India met in a General Session at 2-30 p.m. on Friday, 9th November 1951 at the Crawford Hall, Mysore. Shrimati Hansa Mehta presided.

1. *M. Ed. Course :* Inaugurating the Session, Shrimati *Hansa Mehta* described the agenda before the Conference in broad outline. She said that it would be of greater use to discuss a few problems in *all* details rather than to make a

cursory study of a large number of topics. She, therefore, suggested that the conference should give its earnest attention to all aspects of the problem under consideration and arrive at definite, and if possible, unanimous conclusions. She then requested the conference to take the proposals for the reconstruction of the M.Ed. course into consideration.

The discussion of the problem was initiated by Shri J. P. Naik, Secretary, Indian Institute of Education, Bombay. He said that a preliminary examination of the problem had been carried out at Baroda by a committee under the Chairmanship of Shri L. P. D'Souza, Principal, Prantiya Shikshan Mahavidyalaya, Jabalpur. The report of this Committee was printed at pp. 59-61 of the proceedings of the first conference. The Baroda Conference had referred this report to the Executive Committee which had appointed, in its meeting held on 21-6-'51 at Baroda, a small committee of four persons to submit detailed proposals. The report of this Committee * was before the house for discussion. It had been unanimous in most respects; but Kumari S. Panandikar, Principal of the Secondary Training College, Bombay, had not signed it because she had differences on some points. He requested Kumari Panandikar to state her views for the information of the Conference before the consideration of the report was undertaken, item by item.

Kumari Panandikar said that she had three main differences with the majority report. Firstly, she felt that philosophy of education was a very important subject and should be compulsory, rather than optional; secondly, dissertations should be assigned marks in order to stimulate the students to put forth their best efforts; and thirdly, she wanted the retention of the classes also on the same ground.

The report was then taken into consideration item by item and the following decisions were arrived at :—

1. **Conditions for Admission :** A candidate must have *at least* one year's teaching *or* administrative experience *after* passing the B.T. Examination before he is admitted to the M.Ed. course. No age-limit should be laid down; nor should

* This is printed as Appendix No. 1

admission be denied to those who have not secured at least a second class in any degree examination passed by them.

2. **Duration of the course :** The duration of the course should be *at least* one academic year for full-time students and two years for those who do it on a part-time basis.

Provided that in the case of those students who take the examination wholly by thesis, the duration of the course should be not less than two years.

3. **Papers, Dissertation and Viva Voce :** ( a ) The M.Ed. examination should not be permitted by papers only; every student for the degree should ( 1 ) either submit a thesis in lieu of the examination as a whole, or ( 2 ) at least submit a dissertation in lieu of a part of the examination and take the rest by papers.

( b ) A dissertation in lieu of a part of the examination should be on an educational topic approved by the appropriate University authorities. It should embody ( i ) the record of an original investigation, ( ii ) or a critical analysis of existing data, or ( iii ) a combination of both ; and it should be accompanied by a certificate signed by a recognised post-graduate teacher stating that it is worthy of examination.

( c ) On administrative and financial grounds, it may not be possible to make a viva voce examination obligatory in the case of those students who submit a thesis or a dissertation. But it should be held in all cases where the examiners feel it to be essential to elucidate any point connected with the investigation.

4. **Aims of the course :** The aims of the M.Ed. course should be ( a ) training in research techniques; ( b ) creating personnel for the training colleges, higher posts in the education departments, etc. ; and ( c ) creating experts in specialised branches of education.

5. **Papers :** There should be four papers in total. Of these, *not less than two* out of the following list should be compulsory :—

1. Advanced Educational Psychology.
2. Philosophy of Education including Sociology.

3. Current Problems of Indian Education studied from the historical and comparative points of view.

In addition, *not less than one* of the following papers should be allowed as optional so as to bring the total number of papers to four :—

1. History of Education in Western Countries from the days of Rousseau.
2. History of Education in Modern India from 1698 to the present day.
3. General Principles of Educational Administration and Educational Administration in India.
4. Educational Administration in detail of the State in which the university is situated.
5. Educational Systems of U.K., U.S.A., and U.S.S.R.
6. Educational System of any five of the following countries: Japan, China, Egypt, Turkey, Philippines, Australia, Canada, Germany, France and Denmark.
7. Experimental Education.
8. Educational Statistics.

The list is indicative. Other options like vocational guidance, child education, methodology of teaching subjects, etc. may be added according to local needs and availability of training personnel. If the number of compulsory papers is limited to two, the remaining paper from the compulsory list should also be added to the optional list given above.

Each paper should carry 100 marks. The dissertation should also be assigned marks out of a total of 200. Classes should be awarded.

**(6) Co-ordination of M. Ed. Courses :**

In the opinion of the Committee it is desirable to co-ordinate research work done at different Universities and for this purpose the Association of Training Colleges in India should arrange to publish synopses of theses and dissertations.

**(7) Practice Teaching :**

Teaching should not form a part of the M. Ed. Course and should have its natural end at the B. T. level.

The general session was then adjourned to 8 - 30 a.m. on Saturday, 10th November, 1951.*

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## GENERAL SESSION

***Saturday, 10th November, 1951 (8-30 a.m: to 10-30 a.m.)***

The General Session of the Conference was resumed on Saturday, the 10th of November, 1951, at 8-30 a.m. Shrimati Hansa Mehta was in the chair.

**Paper by Miss Marjorie Sykes**

The proceedings began with a paper on the *Training of Teachers in India* read by Miss Marjorie Sykes of the Hindustani Talimi Sangh, Wardha. She said :

" In the questionnaire circulated to members of the Association of Training Colleges there is a reference to possible measures for changing ' the present urban bias in teacher education into a rural bias. ' That reference implies the recognition of a vast difference between urban and rural environments and of the fact that the educational needs of the rural population can no longer be ignored.

"So far so good; but if our education is to be a dynamic power in the national life, I think we need to probe deeper into the implications of this "rural bias," and ask ourselves much more searching questions. The real point at issue is the whole relationship between education and society ; that point should not be obscured by secondary issues, such as how to give some "bias" to the existing system without changing its fundamental nature. " A monkey remains a monkey though dressed in silk," says the proverb. The point is not whether we can give him a silken dress for the city and a homespun one for the village, but whether we want to continue the services of this

* Regarding the different views-points that were stated in the course of the debate, see *Appendix No. 2*

particular monkey at all, whether he is really fit to do the job that India needs done.

" In the last resort the teacher in his school is the servant of society ; his job, on a long view, is to turn out the kind of citizens which the community, the nation, wants to have. The Nazis, with deliberate German thoroughness, set out to turn the schools of the countries under their control into citizen-factories of a special type. Other totalitarian political movements have done the same, and when we do not like their politics we call it " indoctrination " or " conditioning." But in fact they are only doing consciously, intensively, and usually for a narrow political end, what every living society has done unconsciously, often almost casually, for thousands of years to secure its own social continuity. That is to say, they are bringing up their children to fit into a pattern of life of which they approve, whether that pattern is the fishing community of a coral atoll in the South Seas, or the city-State of ancient Greece, or the city-clerkery of modern urban India.

" Now if we had been living in one of those periods in the world's history when social life was localised and stable, we should be able to accept, with every one else around us, the existing social structure ; and our discussion of teacher-education might be confined to discovering the best technical means of equipping people to pass on our accepted culture and civilisation to our children. But this is not our situation, as we all know very well. Over large and expanding areas of the world the old sanctions are dead, the old unconscious assumptions gone, and even where the old framework and forms still stand, it is a merely passive inertia that keeps them erect. A breath of life from any quarter may at any moment send them crashing down. What sort of social structure is going to be put in their place ? For many thinking people the most urgent of all questions is just this—What *kind* of society do we want to see ? What *kind* of culture do we want to pass on ?

" Revolutions in plenty there have been before, both social and economic, which have had profound and far-reaching consequences. But never before, it is safe to say, have so many men and women become aware of the significance of what was

happening round about them as today. They are conscious of the part it is in their power to play in the shaping of the future. The dangers and the opportunities inherent in this consciousness of power to mould human life to a desired form constitute the hope and the crisis of our time.

"And therefore, as it seems to me, it is impossible to discuss profitably the education of our children without reference to the kind of society we want to see built up. On a prior answer to that question, however generalised and tentative, depends the kind of education and training we shall decide to give to our children; and therefore to those who are to be the teachers of our children.

"Moreover this question, what kind of world do we want, has got to be decided not by so-called experts, but by the ordinary run of citizens—that is to say by you and me. What do we ordinary men and women want? Up to a point, we shall pretty well agree. Practically everybody wants what he calls "a quiet life," by which he means freedom and security enough to attend to the things that really interest him—his job, his children, his home and garden, his chosen recreations—without continual gnawing anxiety about the next meal, without suffering the petty annoyance of external officialdom or the wreckage of man-made international disaster. And practically everyone needs, along with this ordered peace and freedom, to maintain his self-respect and to earn the respect of others to feel that he "belongs" somewhere and counts *as a person* in some circle of his fellows.

"The trouble is that we do not agree upon the means by which these desirable things are to be achieved; we want them to come to us of themselves, without our having to exert either our bodies or our brains to get them. Or we do not see that alongside with them we want other things that are essentially incompatible with them. And most commonly of all we fail to recognize that other people have an equal right with ourselves to the same good things, and that no one class or group can settle down and expect to enjoy them at the expense of the rest. But our schools may be the agents of a transformed society, if we will set to work seriously to make them centres

of ordered freedom from *all*, of co-operative purposeful work for *all*, of standards of value which are truly personal and democratic.

"One of the things which is most fundamentally wrong with our present system of education is that it is a *class* education. In spite of its physical expansion from city to market town, from market town to village, it remains in essentials the same. It is useless to lament that the educated do not return to enlighten their own villages; the whole purpose and effect of the education they receive is *inevitably* to cut them off from their fellows and make them psychologically members of a privileged class. It is our additional misfortune that the "privileged class" in question is a petty bureaucracy historically linked to a foreign administration and with no cultural roots of its own, which is a parasite on our indigenous society. For this class as a whole (in spite of noble individual exceptions) the purpose of education is not the increase of knowledge and wisdom for the service of man, but the acquiring by the individual of a ticket of entry to some form of "permanent service" with its accompanying salary and status, under government or semi-government auspices. This prostitution of knowledge is the root cause of the horrifying abuses which are now so rampant, which we all know and lament. If we want to expel them, we must tackle this root cause. Are we prepared to substitute mass education, a truly national education of the whole people for class education? Are we prepared to take as our aim a genuine security and freedom for *all*?—instead of the illusory security of gaining entry into the ranks of a privileged minority and living at the expense and on the labour of those left outside, which is, to put it bluntly, what our bureaucracy is doing.

"I warn you that to do this, to look at education from a new social angle, is neither easy nor comfortable. It is not easy to discard the assumptions on which our own education has been based, simply because they are usually unconscious assumptions. And if we attempt to do it we may find that the consequences are so startlingly revolutionary that we hesitate to go forward. Are we really prepared to admit that the dirty little bundle of neglected humanity turning over the filth in a city dust-bin or

driving the cows to pasture has as much claim on educational facilities as our own cherished child? If we do, are we prepared to put our convictions into practice by claiming nothing for our own "middle-class" children that the slum child and the village child cannot have? Twenty years ago there were some nationalist workers who were loud in their condemnation of the foreign system of education, but who nevertheless sent their children to its schools. Are we also still using a system that we condemn, or are we taking practical action to see that it is replaced by something better, and to demonstrate our belief that all children should have the same chance by placing our own alongside the rest?

"As you know, I have the honour to represent the Hindustani Talimi Sangh, and my job is to help to train teachers to carry out the system of basic national education advocated by Mahatma Gandhi. Now we shall fail to comprehend anything of the real nature of basic education, or of the type of teacher training which it advocates, unless we understand that it is a plan for mass education on a nation-wide scale for *all* children, and not any longer only for those whose parents want them to enter the privileged minority class. Basic education recognizes, fully and consciously, the vital connection between education and society, and between educational aims and social ideals. We educate neither for village society *as it now is* nor for urban society *as it now is*; we seek to educate and inspire youth for an Indian *national* society which will realise *for all* those good things which all human beings desire for themselves, but which they can-not have for themselves, in their completeness, except as they become available for all. The advocates of this *Nai Talim* cannot in the very nature of the case confine themselves within the walls of the school. Side by side with the upbringing of the children goes the re-education of the adult in social ideals and social skills; the two activities, child education and community education, interpenetrate at every point; the school is a community centre, the life of the community is the medium of instruction of the children. This social purpose is the main-spring of *Nai Talim*. Those of you who share our profound discontent with the wrongs, the injustice, the violence, falsehood and fear of our present national and international

situation should approach *Nai Talim* and study it seriously from this point of view, to see whether it offers hope of deliverance from these ills. Those of you who think that at the moment " all things are for the best in the best of all possible worlds " should be content with education also as it now is. *Nai Talim* will have no meaning or message for you. For it most emphatically is *not* merely a technique for sugaring the pill of the same old schooling with a differently flavoured sweet ; it is a revolution in the purpose and the content of education itself, and only incidentally and in consequence in its method.

"The teachers' hand-book published by the Hindustani Talimi Sangh begins by declaring that *all* boys and girls in India should grow up as citizens of a *new social order based on co-operative work* and that while " every individual child should have full opportunity for the balanced and harmonious development of all his faculties, " there is no room for the merely selfish pursuit of the good of the individual. " The good of the individual is not an end in itself " but " it *is* an integral part of the common good. " The ideal of *Nai Talim,* it may be said, is that far-reaching revolutionary social ideal of " each for all and all for each " in *both* its parts.

" No one should pay lip-service to this educational objective without pausing to think out its practical consequences. I am not asking you to go forward unconvinced, but to recognise all that is involved in acceptance or rejection of Basic Education as Gandhiji conceived it.

" To me it seems that a great deal of the current criticism of basic education, when it is criticism of the system *as such* and not of the short-comings of particular schools, is based on the unrecognized assumptions of class education. People are always asking whether basic education will enable a child to " cover the syllabus " or " obtain a certificate, " as if a syllabus and a certificate were immutable standards by which the whole world must be measured, instead of being, as they are, the products of particular historical circumstances and bureaucratic convenience. We are told that basic education is suitable only for villages, not for cities ; but the critics are not thinking

of the swarms of city slum children when they say this; they are thinking of the "bourgeois" minority only, the population of the high schools. The stress laid by some on the importance of retaining English in the regular syllabus of universal education is comprehensible only when we recognize that these educators are still unconsciously thinking in terms of the needs, *on the old bureaucratic assumptions*, of not more than ten per cent of the nation's children. Sentimentalists exclaim against setting "the poor little things" to serious work so young, forgetting not only the nature of children, and their unspoiled, spontaneous delight in work, but also the fact that for the great majority of them the alternative is *not* the supposed delights of play or of book-learning, but *less* intelligent, *less* interesting, *less* suitable and creative work, as wage-slaves under some task master in the field or a *beedi* factory. I am not going to turn aside to answer these objections now; I am only mentioning them to show how difficult our old habits of thought make it to approach the problem of education from a new angle, from the point of view of the Indian people as a whole. And so our work has to begin, not with the technical training of the teachers, but with their complete re-education in a new outlook on life and a new set of values. It is difficult, as the great Lenin recognised, to build the new society with the men educated in the old.

The Hindustani Talimi Sangh has come through practical experience to build up its educational programme around five types of activities which cover between them every important aspect of social life and therefore offer the richest possible educational opportunity. These activities are :—

1. The practice of clean and healthy living.
2. The practice of self-reliance with regard to the provision of food, clothing and everyday equipment.
3. The practice of productive bodily labour in a craft which supplies a basic human need.
4. The practice of citizenship in a community.
5. The practice of recreational and cultural activities.

" Notice the emphasis on the word *practice*, and notice how completely different this programme is, in content, spirit

and emphasis, from the conventional "syllabus" and compartmentalised subject-war time-table of the traditional elementary and secondary school. The latter is based on the demands of the examination, the former on the real and experienced demands of actual life.

"Therefore, the first step in the training of teachers to carry out such a realistic national programme is to base the whole life of the training school or training college on the *practice* of these same life activities. Many of the conventionally educated have no notion how to take care of their own health; their knowledge of the simple principles of a healthy diet and the elements of sanitation and environmental cleanliness is pitifully small, their practical ability to provide for their needs even smaller. They are unable to cook a meal well, to wash clothes clean, to repair a simple appliance. They lack the toughness and patience to endure minor physical discomforts in the course of ordinary labour. They are often immature in their social behaviour, self-centred, weak in both sense of responsibility and power of initiative. They all too often lack any intellectual or æsthetic interest outside the narrow circle of their profession, take all their recreation at second-hand by watching other people play or hearing other people sing, and are without inner resources when thrown back upon themselves. The fulness of human life seems to have passed them by—they seem only half alive. Yet for all this the blame is not on them so much as on the narrow class-training which holds them prisoner. Among them there is manificent material; there are those who are ready to respond to a new ideal, and to set themselves with humility and perseverence to the business of un-learning much, re-learning much, and above all of living and working together and discovering by practice how to do it well.

"These young men and women make up the greater part of the population of our basic training colleges. A basic training college is and must be first and foremost a centre of adult re-education for a new social order, and it is on this that our main emphasis is placed. And in *every* teacher training centre where any serious attempt is made to make education subserve

the purposes of that peaceful, productive community of ordered freedom which all men desire and so few know how to reach, the same emphasis on essentials will have to be given. One might write a book about the practical consequences of this emphasis, including the practical consequences for all those topics which commonly engage our attention as technical experts in teaching-assessment, practice teaching and the like; but these points can only be pursued profitably if the main thesis is clear—that the challenge to teachers, at this crisis of our history, is *not* to maintain the *status quo* but to transform it.

" One last word. There are surely many among us who sharing our discontents and our hopes for society, and recognising that the old order is changing and giving place to new, feel themselves unable to see clearly what form that new order should take, or in what way the many practical questions of social and economic organisation are likely to be solved. All sensitive people must sometimes share their bewilderment. But I can conceive no possible form of stable human society which will not need for its health and progress men and women who are physically vigorous, self-reliant and manually skilled, able to work and play together in harmony and ready to pool their varied talents for the common good. No society will be the worse for citizens of independent mind, trained to tackle jobs intelligently, to understand the principles involved, and to keep their eyes and minds open to a changing world. That is what *Nai Talim*, by practice rather than theory, is aiming to produce, and that is the task for which we are training our teachers."

The President announced that the paper was before the Conference for discussion, and in the general debate that followed, the following points were chiefly made out :

1. *Shri R. V. Parulekar*—Experiments which aim at improving the efficiency of education take a very long time. They need large funds and an army of enthusiastic and capable young men and women. Experiments like the system of basic education, therefore, will take a very long time to be successful. Are programmes of expansion going to be postponed until after

these experiments for improving efficiency are completed? Such a view is practically equivalent to abandoning all ideas of large scale expansion for the present. In my view, the immediate need of the country is to bring about a rapid expansion of education, may be at a lower level than what is contemplated by Miss Sykes. It is for the educationists to decide which of these two policies will benefit the people more in the long run.

2. *Shri H. Rahman*:—Attitudes of our teachers towards fundamental national problems are a very important point and they should be an important concern of teacher educators. In a programme of teacher education, it is absolutely essential to insist on such things as co-operative work, collective responsibility and learning through experiment. It is possible to bring about a change in the attitudes of teachers through properly organised work, and this is an aspect of the problem which needs serious consideration at the hands of those who frame courses of teacher education or are connected with their training.

3. *Kumari S. Panandikar*:—Some survey or research work is necessary to find out what changes have been brought about in the general attitudes of children trained in the new system of education. For instance, it would be interesting to find out how far they become attached to rural life and continue to live in the villages of their birth. It would also be worth while to find out how their life in villages differs from that of others who were educated in the academic type of schools. There is an infinite scope for research in connection with the new system but very little is being done in this respect at present.

4. *Dr. S. V. Kelkar*:—It would be wrong to set aside all criticism of basic education as due to old assumptions or attitudes of bureaucratic thought. We must keep an open mind and make such changes as are necessary in the system in the light of criticism which has been proved to be valid.

5. *Miss K. N. Brockway*:—A common defect of most courses of teacher education is that they attempt too much. Probably, even the training of teachers in Basic Education is not free from this. One would even be justified in saying that

it attempts to do much more than what the older courses did. There is a great chance of failure in the attempts which try to achieve too much. A humbler but more realistic approach to the problem would be better and more useful in practice.

6. *Shri A. A. Kazimi*:—The ideas of co-operative living and practice, etc. which have been put forward by Miss Sykes are all probably very well in villages. They cannot be practised so easily in urban areas, and it is necessary to modify the methods of training basic education teachers to suit the conditions of urban areas. Moreover, as basic education is closely related to environment, experiments will have to be made in all the types of different environments that we come across in our country.

7. *Mr. A. A. Fishman*:—It is important that the craft selected for basic education should be economically sound. It is argued by several people that spinning and weaving by hand is not an economically sound craft. The waste caused by children in spinning yarn of poor strength which also makes the cloth of poor durability would be colossal when the craft is universally introduced and it is doubtful whether a country like India can afford such waste.

8. *Shri J. P. Naik*:—There should be some relation between the rate at which primary schools are converted into basic and the rate at which teachers are trained in basic education. In Bombay, all primary teachers' training colleges were converted to basic in a very great hurry. The idea then was that all primary schools would be converted to basic in a short time. Owing to paucity of funds, only 10% of schools have been converted to basic so far and the expansion of the programme has been postponed *sine die*. We are therefore turning out teachers in basic education by thousands every year and they are now being appointed to ordinary schools where basic education has *not* been introduced and cannot be introduced for some years to come. It is no use to allow such a situation to arise.

9. *Shri V. G. Jhingran*: In the present methods of teacher education, there is an undue emphasis on *instruction*.

If we can make them educational in the proper sense, a good deal would be achieved.

10. *Shri A. C. Deve Gowda.* Basic education has been proved to be costlier than non-basic education. It is not therefore possible for Government to introduce universal compulsory primary education on the basic pattern. In this way, basic education hinders the expansion of primary education, and to that extent, is contrary to the interests of the country. The village people are also generally found to have a prejudice against basic education. They feel that their children are being taught to live compulsorily in villages while the children of the town-dwellers will be taught to live in towns at the cost of the villagers. Lastly, the absence of English from the basic curriculum was also disliked by a large number of people.

Miss Marjorie Sykes then replied to some of the points that were raised in the course of the debate. She said that it was not her object to try to find a solution to the difficulties experienced in particular States in carrying out a programme of basic education. This was a job for the local educationists and administrators. She could, however, reply to two of the general points of criticism. Firstly, she felt that there was no basic distinction between the children of urban and rural areas and hence no reason to make any fundamental difference in the education of these two groups. The same type of fundamental plans, with minor changes to suit local conditions, ought to apply to villages as well as towns. Secondly, she did not believe in very slow progress. The fundamental need was to change the attitude to the problem. If that was done, progress would be very rapid.

## REFRESHER COURSES

Miss K. N. Brockway initiated a discussion on refresher courses for teachers. She suggested that such courses could be very successfully conducted by the Department of Education. Evening classes were also very successful as a method of conducting a refresher course. She felt that a very important point to remember was that the Refresher Courses should be as little expensive as possible.

The paper on Refresher Courses contributed by Miss Brockway was the following:

There is little doubt that all members of this Conference will agree that Refresher Courses for teachers are very greatly needed in India and that it would be a good thing if training colleges could do much more than they are doing at present to organize such courses. We do not need to be told of the help that teachers derive from the excellent Refresher Courses that are held in western countries. We have all heard about these, and some of us have attended them. But we are well aware that in India we are faced with peculiar difficulties that stand in our way when we try to organize such courses. The first difficulty is climate: the obvious time for holding a Refresher Course is in the long vacation, but that generally falls during the hot weather when attendance at classes is anything but a refreshment for teachers who are already weary with a year's work. The second difficulty is poverty: the organization of a Refresher Course involving the cost of travel for teachers and students, the provision of hospitality or payment for board, and sometimes heavy fees for the teaching staff must be very expensive, and teachers and training colleges in India are generally poor. The third is the difficulty of finding first-rate teachers who are able to help in such a course. Really good teachers are often so burdened with work that they cannot undertake anything extra. First things must come first. It has seemed to the writer of this paper that the first duty of the staff of a training college is to make the work within the college as excellent as possible. The organization of Refresher Courses, however important, is secondary to this.

All this is true, but it is also true that, when such Refresher Courses are arranged, they are greatly appreciated, and teachers will come to such courses even when attendance means extra work and inconvenience. This is an important fact that is not always realised. We are sometimes told that Indian teachers are so poorly paid, so burdened with domestic problems and so overworked that they will not attend extra courses unless all sorts of facilities are provided. In the writer's experience this is not the case. She has been impressed by the enthusiasm

with which teachers will overcome difficulties in order to attend such courses.

Reference will now be made to actual courses that have been held in South India. Most of these have been organised in Madras City and have been connected with the teaching of English. Emphasis is laid upon English, because it happens to be the subject for which the writer has been responsible and in which she has therefore been especially interested. The first reference will be made to courses involving a good deal of expenditure. In December 1933 the Department of Public Instruction, Madras, organised a Refresher Course for teachers from schools throughout the Presidency. One course of lectures was given by Mr. Herbert Champion, later D.P.I., Madras. His lectures on the teaching ot English were much appreciated and were later published in a book which has recently been reprinted. During this last month the British Council, in co-operation with the Department of Public Instruction, Madras, has organised a series of three short courses of lectures and demonstrations (each course lasting a fortnight) on the teaching of English as a foreign language. Thirty teachers have come for each course from schools throughout Madras State. They have been paid travelling and halting allowances. The Director of the course, Mr. F. L. Billows, has had experience in teaching English in Turkey. His teaching is the high light of these courses, but they may be truly called 'Refresher' Courses as they include concerts, excursions, film-shows etc. Reference was made earlier in this paper to the difficulty of arranging Refresher Courses in the hot weather. That obviously applies only to Refresher Courses on the plains. Nothing could be more truly refreshing than a not too strenuous course organised at one of India's beautiful hill stations. Such was the Summer Conference on the Teaching of English as a Foreign Language arranged by the British Council at Mahableshwar in May 1950. Refresher Courses for teachers are arranged every year at the Y.W.C.A. Summer School at Ootacamund. These are greatly enjoyed, and those attending them are refreshed in body as well as in mind, but attendance at such conferences is necessarily rather expensive for poorly paid teachers, and it is only the few who can afford them.

Of more interest to the writer are short courses involving very little expenditure which have been arranged from time to time in Madras City. They should perhaps be called evening classes, not Refresher Courses, but their effect is the same, as they give fresh inspiration and new suggestions about method to the teachers attending them, who have probably been in danger of losing interest in their work. A word or two may be said about three such courses. All three have been held in some Central Hall in Madras City with an admission fee of about Re. 1/- for the whole course. Busy teachers after a full day's work have been enthusiastic about attending them even though it meant getting back late after tiring bus journeys. The first was organised some years ago by the Christian Literature Society. At this a teacher on the staff of Lady Willingdon Training College gave a series of talks and demonstrations on the teaching of English to beginners. The other two have been held more recently under the auspices of the South Indian Teachers Union and the Madras Teachers Guild. At one of these, the Rev. E. W. Menzel gave talks on the Improvement of Reading in the light of recent psychological research. At the other course, which is being held during the present month, Mr. F. L. Billows, the teacher of English from Turkey to whom reference has already been made, is giving a course of nine lectures and demonstrations on the teaching of English as a foreign language. Madras teachers have been exceedingly eager to attend this course. Evening classes are not the only way of arranging inexpensive Refresher Courses. Such a course may be arranged so as to fall on three consecutive public holidays. One such course was attended by Madras City teachers, and by teachers having friends in Madras and was held at St. Christopher's Training College. A fee of Re. 1/- per head was charged for the course, and the organisers had a satisfactory balance in hand when all was over. These very inexpensive courses can only be arranged when good teachers are willing to offer their services for nothing. That cannot ordinarily be expected, but it may happen more often than we should think probable.

This brief paper merely describes what has actually been tried out, chiefly in South India. The writer hopes it may

contain suggestions which will be of interest to teachers in other parts of India, and that they may be prompted in their turn to share their experience with others.

In the general debate that followed, the following points were made out :—

1. *Kumari S. Panandikar:* There should be less of lecturing in Refresher Courses and more of discussion. Teachers should be encouraged to narrate the results of any experiments that they may have carried out. They may also bring the problems that they have to face in their school work and put them up for discussion.

2. *Shri J. P. Naik:* A Refresher Course should not start with a pre-determined curriculum. It would be interesting to ask the teachers who are likely to attend the class regarding the subjects in which they are interested, and in which they desire to be refreshed. A curriculum should be drawn up in the light of the replies received and the work at the Refresher Courses should be planned to meet the needs of those who come to the class. This would help in maintaining interest and in making the courses successful.

3. *Shri K. Vedantachari:* The name "Refresher Course" is not happy. The expression "Summer Classes" or "Vacation Courses" is better.

4. *Shri Subramaniam:* In the extension lecture class at Karaikudi, the syllabus was framed after consulting the trainees. The work was very successful.

5. *Shri R. K. Sur* gave a description of a Refresher Course in General Science conducted in U. P.

The general session was then adjourned to 2.30 p.m. in the afternoon.

## GENERAL SESSION

(2-30 p.m. to 3-30 p.m.)

The general session of the Conference was resumed at 2-30 p.m. Shrimati Hansa Mehta was in the Chair.

At the outset, the President informed the Conference that she had just received the sad news of the death of the father of

Shri T.K.N. Menon who had, therefore, to leave immediately for his native place. She stated that the absence of Shri T.K.N. Menon would be very keenly felt during the remaining days of the Conference; but that under the circumstances, they had to go on with the work as best as they could, and that the paper standing in the name of Shri T.K.N. Menon would be read by Shri J. P. Naik on his behalf.

The President then moved the following resolution from the Chair:

" This Conference is deeply grieved to learn of the sad demise of the father of Shri T.K.N. Menon, the Joint Secretary of the Association. We share Shri Menon's sorrow and offer him our heartfelt sympathy in his bereavement. "

The resolution was passed by all members standing and then the discussion on the subject of Refresher Courses was resumed.

6. *Shri A. A. Kazimi:* In an experiment of Refresher Courses in Bihar, elaborate syllabuses were prepared and sent to teachers in advance. The idea was that those who come to the Refresher Courses should have put in some work on the syllabus before hand. The attempt was not very successful.

There are peculiar difficulties in organising Refresher Courses. In urban areas some of the problems are greatly simplified; but when it comes to organising Refresher Courses in villages, insurmountable difficulties regarding food supplies, residential accommodation etc., often arise.

7. *Shri Victor:* Attendance at Refresher Courses should be voluntary. Lectures by competent persons outside the educational field should also be arranged during Refresher Courses in order to widen the teachers' contact with life. Material useful for Refresher courses was badly needed and steps should be taken to publish it.

8. *Shri J. M. Sen:* Refresher Courses in the teaching of geography were very necessary. They should include special instruction in maps and in working out different kinds of projects, connected with geography.

The expression "Holiday or Vacation Course" was preferable to the term " Refresher Course ".

Miss K. N. Brockway then concluded the discussion. She thanked the delegates for the various interesting suggestions they had put forward and said that these would be of great help in planning Refresher Courses for teachers.

**Paper by Shri K. N. Srivastava**

The Conference then passed on to the third paper on the Agenda, *viz.*, the *Preparation and Improvement of Teacher Educators.* Shri Srivastava said:

" During recent years India has seen a progressive deterioration at all levels of the educational system, including University education and in the standard of academic achievements. The professional education of teachers could not remain immune to such a change. The main factors responsible for such deterioration in the education of teachers are the migration of experienced men from the profession to administrative and other lucrative careers, the conversion of lower colleges into institutions of higher standards without a corresponding improvement in their equipment or staff and the coming of many inexperienced young men with little or real interest in and aptitude for the profession. Fluctuation in enrolments in some of the Teachers' Colleges has affected the staffing of these institutions adversely; for large and frequent fluctuations in enrolment mean alternately reducing and re-appointing members of the staff of the colleges. The standards have also suffered on account of the obvious difficulty of selecting suitable additional staff at short notice. Besides these reasons, another common factor responsible for the loss of efficiency is that teacher educators are inevitably shut off from further sustained practice of the craft of teaching in schools.

The first professional college of education in India was established in Madras in 1856, and this was followed by Bombay in 1906 and Calcutta in 1908. It may, therefore, be said that the necessity for training teachers was not fully recognized in the country till the dawn of the present century. Since then

Teachers' Colleges have been springing up in all parts of the country resulting in a corresponding increase in the number of trained teachers. Teachers' Colleges, Colleges of Education in the Universities and Departments of Education in the Arts Colleges have become the dominant professional institutions of teacher education. The following table shows the number of Colleges and the number admitted to the various Training Colleges in India during 1924-48.[1] The figures represented in the table at an interval of 4 years are in respect of 27 out of 41 colleges who supplied the information to the Commission.

| *Year* | *No. of Students Admitted* | *No. of Colleges* |
|---|---|---|
| 1924 | 105 | 1 |
| 1928 | 170 | 4 |
| 1932 | 357 | 5 |
| 1936 | 482 | 6 |
| 1940 | 730 | 11 |
| 1944 | 799 | 15 |
| 1948 | 1818 | 27 |

" An analysis of the table will demonstrate that an appreciable increase in the number of Colleges, student teachers and the staff has taken place during the last decade when the provincial governments gave due recognition to the education of teachers. Some of the States like the Uttar Pradesh have gone so far as to allow Degree Colleges and Intermediate Colleges to add separate classes for the education of graduate and under-graduate teachers respectively. Rules framed after years of experience in regard to the staff, equipment and curriculum have been relaxed in quick succession by the State Governments and the Universities to meet the ever-increasing demand for new teachers. It is sometimes complained by those persons who have been watching this experiment with interest that these institutions by lowering standards have begun to give a bad name to teacher education. Keeping this point in view the Radhakrishnan Commission which could not examine critically these institutions say: " We cannot assess the quality of the training imparted at these new institutions but

[1]. Adopted from the Report of the University Education Commission, Vol. I, 1948-49.

we can say that they are following the same pattern as the older institutions."

"From the standpoint of the staff it is a question worth considering whether at the time of even such an emergency the education of teachers should be placed in immature hands or in the hands of those trained philosophers, geographers, historians and sociologists who are engaged in Arts and Science Colleges. Is it also worthwhile to select any post-graduate with a degree in education for the difficult task of educating teachers who are to make or mar the future of our nation?

"It is a strong conviction gradually forced upon me that the ability to teach school children or students at the collegiate level and the ability to teach adult teachers are not identical. The skills of 'teachers of teachers' are very different from those required of a competent classroom lecturer. It has been found that a lecturer who has an established reputation as a successful exponent of the lecture method frequently has difficulty in adapting himself to the situations and procedures of a Teachers' College. The training of teachers is a profession which requires special aptitudes and leanings. It is not enough that the teacher educators should develop loyalty to their specialities and ability to communicate persuasively with their fellow scholars. They should come to Teachers' Colleges with an interest in young people and with an understanding of them.

"The recent changes in the concept of teacher-training resulting in the broader modern programmes ought to have their effect on the staffing of training institutions. This fact is corroborated by Dr. I. S. Turner, Professor of Education at Teachers' College, Sydney, who writes: "The enlarged conception of teacher training has made it necessary for teachers' colleges to be staffed by persons who combined advanced scholarship in a professed subject with experience of and, more specially, interest in the teaching of that subject."[2] A report of the Departmental Committee for the Training of Teachers of the Board of Education gives the necessary qualifications of the staff of Teachers' Colleges in the following words: "The

[2] I. S. Turner: The Training of Teachers in Australia p. 46, 1943.

work of a teacher educator in a Teachers' College requires a rare combination of difficult elements—high academic attainments, skill in teaching........and a real interest and belief in school work. It needs, too, a temperament and character which appeals to students and brings out their best, both in their studies and in their corporate and social life. Such people are never likely to be common." [3]

"We are thus led to the conclusion that on no account is the lowering of the standard of teacher education permissible either by assigning this important task to persons with little experience or to individuals engaged in another type of teaching work. Teachers' Colleges should also be watchful of their permanent members of the staff who conveniently slide back into easy and lazy ways as soon as the cramping routine of the institution closes upon them. What is said to be true of traditional school teachers may also hold good for the Masters of Methods who under the influence of experience are content to stagnate and fossilize instead of infusing a renewed spirit into their profession.

The problem of the selection of suitable staff for Teachers' Colleges, their essential qualifications and further education is now an important matter which should receive due consideration from persons or educational bodies engaged in the improvement of teacher education. In the following pages some tentative suggestions in regard to this field will be made.

"The preparation and improvement of teacher-educators should include the following three stages:—

1. Pre-Service Education.
   (a) General academic background including specialized knowledge in one subject.
   (b) Foundations of educational theory and practice.
2. Apprenticeship or Probation.
3. Further Education.

" The general academic background is intended to give the prospective teacher educator a broad acquaintance with the

[3] Board of Education: Departmental Committee for the Training of Teachers, p. 162, 1925.

major areas of organized knowledge and of human activities. Specialized knowledge in the field in which the educator will work is usually required as a special competence in addition to general education.

" Foundations of educational theory and practice are usually achieved through professional courses at the degree and post-graduate stages. M. Ed. courses have gained a sound footing in almost all the Universities of India during the last ten years. It seems probable that from these young men and women suitable recruits to the profession of educating teachers could be found. Such post-graduates in education would be a greater asset to Teachers' Colleges if they received this higher qualification in education after a year or two of school experience. The Radhakrishnan Commission also endorses this view.

" Suitable graduates or post-graduates of education with a Master's Degree in Arts or Science are usually selected as teacher educators. There can be no two opinions on this issue. But it is worth considering whether they should be allowed to take an active part in the professional training of teachers without a thorough grounding in the technique of educating adult teachers. Mere acquaintance with the foundations of educational theory and practice as applied in schools does not help much. I therefore suggest that after professional education the prospective teacher educators should work for one academic session as apprentices in full-fledged Teachers' Colleges of some years' standing or in University Departments of Education. These teacher educators would bring to the Teachers' College where they are appointed intimate and fresh experience of the work and would start their work in the institutions without loss of efficiency because real understanding and confidence can be gained only after years of experience and groping in the darkness. That will also not permit any lowering of standards of education. It is a common practice in our country that teacher educators are appointed on probation for a certain period, not generally exceeding two years, which is intended to enable them to make the necessary personal and professional adjustments and which is a means of safeguarding the Teachers' Colleges against confirming those persons who seemed to be

persons of promise when they were appointed but whose performance at the job did not reach the high level demanded by the institution. If probation becomes only a period of trial and error, it is of little value both to the employer and to the employee. It will be worth while that the probationary teacher educator is not allowed to gain experience at the cost of student teachers. I, therefore, suggest that during apprenticeship or probationary period a comprehensive programme of observation, study and practice be arranged for them. An attempt should be made to reduce the amount of the theory of teacher education and to concentrate on increasing an understanding of the practical aspect of the profession. The following tentative proposals are made with a view to giving them practical experience of their future vocation :

## THEORY

A. **Teacher Education.**

1. Agencies of Teacher Education.
2. History of Teacher Education in India.
3. Comparative study of Teacher Education in India and abroad.
4. New conception of Teacher Education. Its present position and future.

B. **Types of Teacher Education.**

1. Education of Nursery School teachers.
2. Education of Pre-Basic School teachers.
3. Education of Basic and High School teachers.
4. Education of Teachers of special subjects.
5. Education of Teachers of special children.

C. **Organization of a Teachers' College.**

Selection of student teachers, selection through Tests and Interview, Medical examination, Time-Table, Demonstration and Criticism lessons, Teaching practice, Lectures, Tutorials and Supervised study, Social and Recreational activities.

D. . **Teachers' College Courses.**

Period of training, courses of study for different categories of teachers, their defects and reforms.

E. **Teachers' College Records.**

Records of notes of lessons, Supervision remarks, Observation notes; Record cards of health, Teaching practice, Tutorial work, etc.

F. **Psychology of the Teacher.**

Special characteristics of adulthood as compared to childhood and adolescence, Mental Hygiene of teachers, Adjustment Problem, Role of the Unconscious, Student teacher and Teacher educator relationship.

G. **Research in Teacher Education.**

Scope of Research, Selection of student teachers, Courses of study, Method of study, Evaluation in Teacher Education, Personality and character traits, Types of personalities who fail as teachers.

H. **Evaluation in Teacher Education.**

Assessment of professional attitudes, Aptitudes and skills, Personality and character traits, Systems of examination in theory and practice, their reforms, Internal and External examinations, Constituents of internal report.

I. **Practising Schools.**

Place of Model School, its organization and set-up, Methods of practice, Methods of increasing co-operation between the College and the practising schools.

J. **Further Education of Teachers.**

The Problem : Methods adopted in India and abroad.

## PRACTICAL

1. Study of the Methods of teacher education, records, organisation and other special features of the Teachers' College or the University Department of Education.
2. Observation and guidance in Teaching Practice, Demonstration and Criticism lessons.

3. Participation in tutorials and discussion.
4. Preparation of a series of papers on teacher education.
5. Visits to contemporary institutions.

"In addition to the improvement of education at the first two stages a desire to stimulate and continue the professional growth of teachers has led to a vast increase in the opportunities for the education of teachers-in-service in the last fifty years. The more common means include Summer and Refresher Courses, full or part-time study at higher institutions, research work and writing and speaking on professional topics. The use of renewed training as a regular feature of the education of teachers has been recognized in all quarters and many Teachers' Colleges, Departments of Education and Universities are rendering useful services in running short-term courses for their teachers. It is rather discouraging to find that we are not alive to the need of further education of college teachers, specially of the teacher educators who themselves are from time to time engaged to infuse new life in their old students through Refresher Courses. Writing on this subject Professor R. A. C. Oliver, University of Manchester remarks: "The University might also provide courses for lecturers in Training Colleges, Universities and other educational institutions. The Universities should indeed regard the renewed training of teachers as one of the highly important services they can render to the community."[4] Professor I. S. Turner also recommends the adoption of similar methods for the improvement of teacher educators. He says: "There are certain respects in which the staffs of colleges, well qualified though they may be, might be assisted to improve their usefulness to the teaching service generally."[5]

"It will be worth while to dwell upon the lines along which Refresher Courses might be organised for the staffs of Teachers' Colleges. Such courses should be held, say, once after every five years. Other methods improving professional aptitudes shall also be adopted. The latter methods will include travel and study abroad, organized research, short leave for investiga-

[4] R. A. C. Oliver: The Training of Teachers in Universities, p. 44, 1943.

[5] I. S. Turner: The Training of Teachers in Australia, p. 74, 1943.

tion, writing on educational topics, exchanges between members of the staff and visits to other Teachers' Colleges.

"The staff of a Teachers' College seems to be divided into two parts, one engaged in teaching the philosophical aspect of education and the other struggling to bring that philosophy as far as possible to the plane of reality. The Radhakrishnan University Education Commission also visualizes such a division and recommends that there is room on the staff of a training department for a few specialists who have not been school teachers and that not less than 50 per cent. of the staff should have had teaching experience in a school.

"The further education of teacher educators should, therefore, take two different directions in aims and contents to suit the two types of professors, the former emphasizing higher study and research in the theory and practice of education and the latter laying emphasis on the co-ordination of the two sides of education. It is quite obvious that the further education of teacher educators of the former group should adopt the methods that are practicable and employed in other branches of knowledge. An attempt will be made here to outline the broad features of organized courses for professional growth of the second category of teacher educators.

" It will be found from the previous discussion that the content of such a short-term course should aim at organized advanced study of educational philosophy and problems of the day and at practical efficiency in teaching. Teaching in schools should form an important part of the course, as in many Teachers' Colleges in India, not even one of the staff had been a school teacher.

" If considerable number of teacher educators are available at one place, they may be grouped into two groups, one comprising of those who have had no school teaching experience at all and others who have had enough of it but with little chance of studying advanced educational philosophy. These two classes of teacher educators will be found in India in great numbers as is evident from the following observations made in the Radhakrishnan University Education Commission : " In some, all the staff had school experience. In others, not one of the staff had

been a school teacher." [6] Teaching in school should form an important part of the course for both the groups except that greater emphasis should be given to one of the two basic shortcomings described above. Courses should be held during term for teaching in schools and for visiting selected Teachers' Colleges. One or two eminent professors of education from abroad should be invited to give lectures and initiate discussions on new ideas and experiments in education. This will help in building up a genuine academic atmosphere and will arouse a live and keen desire on the part of the teacher educators to discuss their problems with the visiting professors. This is all the more important in a vast and poor country like India where very few can get opportunities for going abroad.

"Such courses should be organised on an all India basis to attract a reasonable number of trainees from different parts of the country. This should also facilitate a good selection of suitable personnel from among men of repute in the field of education to work on the staff of the course. In view of a few number of Teachers' Colleges in India some agency (like the Association of Training Colleges in India) interested in the progress and improvement of teacher education should take initiative in organising such courses."

In the general discussion that followed, the following points were made out :—

1. *Shri Joshi*—A teacher educator must undertake research in order to improve his capacity. Such research work should be given proper publicity.

2. *Shri A. A. Kazimi*—One great difficulty in attracting able persons to the profession of teacher educators was the poor economic prospects offered to them. The spirit in which Shri K. N. Srivastava had made his suggestions was, however, worthy of admiration.

The Conference then adjourned to the next day.

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[6] Radhakrishnan University Education Commission, p. 214.

# GENERAL SESSION:

### *Sunday, 11th November, 1951 : 8-30 a.m.*

The General Session of the Conference was again resumed on Sunday, 11th November 1951 at 8-30 a.m. Shrimati Hansa Mehta was in the chair.

5. **Elections :** The first item on the agenda was to elect the office-bearers and the members of the Executive Committee for the ensuing year.

Shri J. P. Naik proposed and Shri A. A. Kazimi seconded that Shrimati Hansa Mehta be re-elected President of the Association for the year 1951-52 and the proposal was unanimously agreed to. Shri J. M. Sen wanted to convey the gratitude of the delegates and of the Association to Shrimati Hansa Mehta for the keen and "motherly" interest she was taking in the problem of teacher-training and observed that the Association felt it to be a proud privilege to have a President of such eminence as Shrimati Hansa Mehta.

Shri A. Rahman then proposed and Kumari S. Panandikar seconded that Shri A. N. Basu be re-elected Vice-President of the Association for the year 1951-52. The proposal was unanimously agreed to.

Shri J. P. Naik then proposed that two secretaries be elected. He observed that it was a convention to elect one Secretary from the place where the President resided and another from the place where the Conference was to be held. He therefore proposed that Shri T. K. N. Menon and Shri A. Rahman be elected as Joint-Secretaries for the year 1951-52. Miss K. N. Brockway seconded the proposal and the motion was unanimously carried.

Shri J. P. Naik then proposed that twelve members be elected to the Executive Committee. He said that it was open to the Conference to elect the whole Committee anew, if it so desired. But he would rather prefer to fill in the vacancies that had occurred than disturb the Committee as a whole. He pointed out that the following vacancies had occurred in the course of the year:

(i) Miss A. B. H. J. Rustomjee due to retirement from government service.

(ii) Shri M. D. Paul due to transfer as Deputy Director of Education, Madras.

(iii) Shri H. Rahman due to election as Secretary; and

(iv) Shri C. L. Kapur due to transfer as Director of Education, East Punjab.

He proposed that these vacancies should be filled by the election of (i) Kumari S. Panandikar, (ii) Shri V. G. Jhingran, (iii) Shri Mir Ahmed Ali Khan, and (iv) Shri A. C. Deve Gowda and that the remaining members be re-elected for the year 1951-52. Shri J. M. Sen seconded and the proposal was unanimously agreed to.

Shri L. P. D'Souza then proposed that the Conference should place on record its deep appreciation of the signal services rendered to it by Shri A. C. Deve Gowda, the retiring Secretary. Shri J. P. Naik seconded and the motion was unanimously carried.

6. **Summer Courses for Lecturers:**

The next item, *viz.*, the paper by Shri A. C. Deve Gowda on the Summer Course for College Lecturers was then taken up.

Shri A. C. Deve Gowda said:

"The need for Training College lecturers is increasingly recognised in Western Countries. Bruce Truscot in his thought-provoking book, "Red Brick University", discusses this problem and states that in England even parish priests are given training in preaching a 15 minutes' sermon, whereas lecturers in Colleges who have to lecture on complicated subjects are given no training. He suggests that a short, technical course may be organised during the vacation and all lecturers be required to undergo this training. Training to read aloud, the delivery of a lecture, the teaching of a class and the planning of a syllabus are some of the items mentioned in this connection. He suggests that no lecturer who has not successfully undergone this course of training should be confirmed in his post.

" The majority of our lecturers in India face the class for the first time after they have left the College, degree in hand. It is true that now and then a young lecturer will be found so well versed in his subject and so filled with enthusiasm that he is able readily to convey his ideas and inspire his students at the same time. Others, less fortunate, succeed as teachers only after long and wasteful floundering, if at all.

" Again it is within our experience that boys and girls who pass on from the High School to the Intermediate Colleges find it very difficult to adjust themselves to the change from the teaching methods to the lecturing methods. They find pedantry and bombast in place of the simple direct method followed in the High School classes. This has led to ineffectiveness of our Intermediate College education. The lecturers, however distinguished and scholarly they may be, are unable to make their teaching effective because they are completely ignorant of the technique of teaching. With a knowledge of professional subjects like Educational Psychology, Principles of Education, General Principles of Method, etc., they would be certainly better equipped to do their work.

" In this connection it is very interesting to note that an extra curricular course of evening lectures was arranged by the Radcliffe Graduate School for graduate students of Harvard and Radcliffe who looked forward to teaching in College. The authorities felt that this represented a middle way between the two extremes of a formal required course in College teaching methods added to the heavy Ph. D. Program on the one hand and the leaving of both the spirit and mechanics of good teaching entirely to chance on the other.

" An experiment in this direction was tried in the University of Mysore also last summer, when a Summer Course in Education for College lecturers was organised by the Teachers' College, Mysore.

" A month before the starting of the Course, the University sent round a circular to all the Colleges in this State inviting applications from lecturers who would be willing to undergo the Course lasting for six weeks. The University authorities were agreeably surprised to know that more than *one hundred*

lecturers expressed their willingness to undergo the training. About ten days before the commencement of the course the applicants were informed that it may not be possible to give them T.A. or Daily Allowance in connection with this training. In view of the circular it was feared that the response might be so poor that it might become necessary to drop the programme altogether. But in spite of this circular stating that no T. A. or D.A. would be given as many as thirty lecturers ( the number fixed by the Teachers' College ) from different Colleges in the State attended the Course. Towards the end of the Course they were pleasantly surprised to learn that the Government had sanctioned them T.A. and D.A.

"The Course extended over a period of six weeks and 75 lectures comprising of the following subjects were delivered by the Professors of the Teachers' College. The subjects were :—

1. Philosophy and Principles of Education
2. Problems of Indian Education
3. Educational Psychology
4. Mental and Educational Measurements
5. Educational Organisation and Administration
6. Comparative Education
7. Evolution of Educational Thoughts and Ideals
8, Teaching Technique.

"The lecturers who attended the course took to it with the greatest enthusiasm and zeal. The average attendance was very good, being 87 per cent. They were encouraged to raise points for discussion and I am glad to state that they participated freely in the discussions. They expressed their opinion that the course had widened their view-point and they were made aware of the various problems of Educatian.

"Adequate provision was made for sports and games and all the lecturers under training and the members of the teaching staff participated in the same. Matches in foot-ball, volley-ball, cricket, were played and field sports were also organised.

"The lecturers attending the course were allowed the use of the College Library and Reading Room. The open access system was introduced and they were free to enter the Library and refer

to any book they wanted. This was greatly appreciated by the lecturers and they made good use of the Library and Reading Room.

"Some educational films were shown to the lecturers. In addition to films available in our College a few interesting films on University Education in America, etc., were borrowed from the United States Information Service and they were also exhibited.

"Two special lectures were arranged during the course by outside educationists like Prof. C. J. Varkey, the then Principal of St. Philomena College on 'Psychology of Discipline of Students' and 'Philosophy of Success of Teachers.'

" To enable the lecturers under training to get an insight into the technique of educational research they were asked to prepare short dissertations on topics of educational interest. We knew that the results, of necessity, would be small and perhaps scrappy. Yet, they got acquainted with the general technique of carrying on independent investigations in regard to outstanding educational problems. Besides, they were given assignments like 'constructing new type tests,' etc. It is indeed gratifying to note that there was not a single occasion when they complained that the work was too heavy. They seemed to have realised that a University teacher, to be efficient, should hold up to himself a higher standard of attainment than mere possession of information which has to be communicated to the students.

" It is a well known fact that an intellectual life which excludes or unduly minimises social contacts and experiences is dangerous. We wanted the lecturers to realise this fact. So opportunities were provided for intimate contact among themselves on the one hand, and with the teaching staff on the other hand. Frequent meetings and social gatherings afforded ample opportunities for this kind of contact.

" An excursion was arranged in which most of the lecturers undergoing training and all the members of the teaching staff participated.

...TON TRAINING...

"The course, in the words of the lecturers who underwent the course, was short and sweet. It is hoped that the Universities all over the country will realise more and more that a knowledge of educational principles and practice is indispensable to a teacher even in a College and arrange for Short Courses in Education.

## FINANCIAL ASPECTS OF THE COURSE

(a) The lecturers from mofussil places attending the Course were paid daily allowance at Rs. 2/- per day for 42 days. A provision of Rs. 1680/- was made for this purpose.

(b) They were paid regular T. A. as per M.S.R. for the journey to and from Mysore. A sum of Rs. 500/- was provided for this purpose.

(c) The members of the teaching staff of the College were paid at Rs. 10/- per lecture.

(d) The following temporary establishment was also sanctioned :—

| | | | |
|---|---|---|---|
| 1. | Clerk on a lump sum allowance of | | Rs. 30/- |
| 1. | Typist | do | Rs. 30/- |
| 2. | Peons | do | Rs. 30/- each |

(e) The following grants were also made :—

| | |
|---|---|
| Excursion | Rs. 200/- |
| Contingency | Rs. 50/- |
| Miscellaneous | Rs. 50/- |

(f) Allowance for the Principal : Rs. 100/-

(g) The College staff and the lecturers attending the course were given title for privilege on full pay for 1/3 the length of the Course as compensation leave.

Total provision for the Course : Rs. 3,420/-

The Conference then proceeded to discuss the paper. The following is a synopsis of the more important points that were brought out in the course of the discussion :—

(1) *Shri R. V. Parulekar :* In such a course, it would be a great advantage to make the trainees listen to some "demonstration" lectures given by eminent professors in the subject.

Also, the trainees should be made to give a few lectures which should be observed by eminent professors. As in a B. T. lesson, these should be preceded and followed by a discussion between the trainee and his guide.

(2) *Shri A. Rahman:* The work of junior college lecturers left much to be desired and the lead given by the Mysore University should be followed elsewhere. One special point that needed emphasis was to train lecturers in preparing programmes of work for the year as a whole. This was generally neglected with the result that there was often an undue haste towards the close of the year to complete the prescribed course.

(3) *Shri L. P. D'Souza:* The tutorial work in colleges was of very poor type; and it was, therefore, necessary to give special training to junior lecturers in the proper conduct of tutorials.

(4) *Shri V. G. Jhingran:* As an important step to improve the examination system, training should be given to the lecturers in the preparation and use of the new type of objective tests.

(5) *Shri K. N. Shrivastava:* Summer vacation was a very good time to run the course. The lectures could be divided into two groups: (1) those dealing with methodology of teaching which would be common to all and (2) those dealing with further training and refreshing in the subject itself.

(6) *Shri J. P. Naik:* Attendance at such courses should be voluntary, at least in the initial stages. It may be made compulsory if allowances to cover the cost were paid to individual trainees. The stage when attendance at such courses could be made a condition precedent to confirmation had not been reached.

Shri A. C. Deve Gowda then thanked the delegates for their useful suggestions. The President informed the Conference that the proposal of holding such courses had also been accepted by the Inter-University Board and that it was for the individual Universities to take the initiative in the matter.

Shri A. A. Kazimi moved a vote of thanks to Shri A. C. Deve Gowda for his stimulating paper. Shri J. P. Naik seconded and the motion was unanimously agreed to.

7. **The B.Ed. Course:** The Conference then proceeded to discuss the next item on the agenda, *viz.*, the B.Ed. Course.

The President then suggested that the draft report prepared by Shri T. K. N. Menon on the subject of "Teacher Education for Graduates in Indian Universities" be taken into consideration item by item. This was agreed to and the following decisions were reached :

I *Nomenclature* : On this issue, Shri T. K. N. Menon had observed as follows :

"(a) There is no uniformity in the nomenclature used for different degrees and diplomas awarded to graduates at the end of a course of teacher education by different universities. Which among the following, do you think, is the most appropriate ? B. T.; B. Ed.; Dip. Ed. ?

(b) It has been humorously remarked that only monkeys, horses and such other animals and not teachers are trained. In view of this remark, would you prefer such terms as Teachers' College, College of Education, Teacher Education, etc., to the current terms like Teachers' Training College, Teachers' Training etc. ?

(a) There is almost unanimity of opinion with regard to the need of changing the existing diversity of nomenclature. The majority, *viz* 70% of those who answered the questionnaire are in favour of dropping the name BT., L.T., etc. and adopting the more appropriate term B.Ed. There is an influential minority *viz* . 20% who would adopt the term Diploma in Education (Dip. Ed.). The latter appear to have been influenced by the nomenclature used by the Universities in England which award a Diploma in Education after a graduate teacher has successfully completed teacher education for a year.

(b) No one seems to be happy about the name Training College. The suggested names in the order of frequency are College of Education, Teachers' College, and Institute of Education, the percentages of responses being 60%, 25% and 10%

respectively. There is no doubt that the nomenclature common in the U S.A., *viz.* School or College of Education and Teachers' College, has found favour with the majority.

In view of the above, it is for the Conference to recommend whether :

( 1 ) The professional qualification that a graduate teacher should be awarded after he has successfully gone through teacher education for a year should be a Bachelor's Degree in Education ( B. Ed. ), and

( 2 ) The institutions dealing with teacher education of graduates should be called Colleges of Education."

Shri J. M. Sen and Kumari S. Panandikar felt that there was nothing derogatory in the expression "Training Colleges" and that it might continue to be used. Shri A. Rahman objected strongly to the phrase "L. T." and said that the institutions training for this examination were more like "classes" than like "colleges." On the whole, *the conference was of opinion that the expressions "Bachelor of Education or B. Ed." (instead of B.T. or L.T.), Colleges of Education (instead of Training Colleges) and "Teacher Education" (instead of teacher-training) were preferable and should be brought in general vogue.*

Shri Vedantachari pointed out that this decision would require a change in the name of the Association itself which would have to be designated as "Association of the Colleges of Teacher Education in India." Shri J. P. Naik pointed out that this suggestion amounted to a change in the constitution. It would, therefore, be better to refer it to the Executive Committee and to take it into consideration next year. The proposal was duly seconded and unanimously agreed to.

II. *Admission to the B.Ed. Course:* Shri T. K. N. Menon had reviewed the replies to the questionnaire on this subject in the following words:—

"The following questions were asked :

( a ) Do you think the admission should be restricted only to graduates who have passed the degree examination at least with a Second Class ?

(b) Should graduates in subjects like Law, Pharmacy, etc. which have no relation to secondary school curriculum be considered eligible for admission to the course?

(c) Do you think some teaching experience should be an essential condition for admission to this course? If so, please mention the minimum period of experience.

(d) Is it advisible to fix minimum and/or maximum age-limit for admission? If so, please state the limits.

(e) Do you think a qualifying test is necessary for admission to the course of teacher education? If so, what items should such a test aim to assess?

(f) What traits of physical fitness would you prescribe as a condition for admission to the course?

(g) Usually the Principal of the College selects a certain number of candidates, while some others are deputed to the College by the Education Department. In view of the requirements mentioned above, should the Principal of the College have an important say in the selection of the departmental candidates? If so, how can the two selective agencies be co-ordinated?

(a) The majority of answers are not in favour of restricting admissions to candidates who have passed the degree examination with at least a Second Class though some of them would welcome this as a desirable, but not an obligatory criterion. Though desirable, some point out the practical difficulty of having such restrictions. India today is faced with a paucity of trained teachers and also with the unfortunate position that the teaching profession attracts generally candidates who fail to get an entry into other professions. Therefore restriction of admissions may not be possible at this stage of the history of teacher preparation in the country. Yet another objection raised against this kind of restriction of admission is that there is no guarantee that a First or Second Class graduate will make a good teacher and a Third Class graduate will not. It is not clear whether the ingredients of teaching ability are positively and significantly correlated with the knowledge of subject matter which ensures for candidates a First or Second Class at the B.A. or B.Sc. examination. It is pointed out that the personal-

ity of the teacher, his temperament and attitude, his moral and social background are the important factors that go to his success and not a First or Second Class secured at the university examination.

( b ) A change over by the law, pharmacy and other graduates, who underwent a university course with intentions of joining a profession other than the teaching, does not find favour in the case of 60% of the answers. The argument raised against them is that the teaching profession should not continue to be " the refuse accumulating spot of society " and ( 2 ) the candidates in question did not study in the university subjects that have any relation to the secondary curriculum. As opposed to the above majority of 60%, the substantial minority of 40% of the answers show a catholicity of view and would throw open the Teachers' Colleges to all graduates irrespective of the subjects they learned at the university. They argue that ( 1 ) the paucity of trained personnel demands this attitude, ( 2 ) graduates of economics, political science and philosophy are no better than graduates of pharmacy and law in the matter of their knowledge of subjects included in the secondary school curriculum, ( 3 ) every subject is related to human beings and therefore, to education and ( 4 ) teachers of all subjects should find a course of training useful, although they need not be identical. ( 5 ) There are very few students of this type seeking admission to Teachers' Colleges and they could be accommodated without any risk to the general efficiency of teacher education. There seems to be no necessity to ignore the above views which are expressed by a large minority.

( c ) Some universities like those in the State of Bombay insist that a minimum period of teaching experience is necessary before a graduate can be admitted to a course of teacher education while others like those in the Madras State do not insist on such previous teaching experience. The answers received on this question are sharply divided. About 40% of the answers insist on such experience while an equal percentage consider it unnecessary. The remaining 20% consider previous teaching experience desirable, but not obligatory. When previous teaching experience is recommended as obligatory, the period generally recommended is a year or less though

there are some who advocate two, three and even four years' experience. But the Bombay practice may be taken here as the norm, *i.e.*, teaching experience of 100 working days when the prospective teacher becomes aware of the problems involved in his work or after which he leaves the profession realising that it will not suit him or he will not suit it. One of the arguments raised against previous experience is that a teacher with long experience gets into a rut and becomes difficult to be educated on modern techniques. Another is that this previous experience theory creates a vicious circle leading the Education Departments to insist on the appointment of trained teachers and the Teachers' Colleges on having experienced teachers as their students. As against the above arguments, it may be pointed out that the previous experience recommended is of short duration which will not put any teacher into a rut from which he cannot be pulled out and that in the present state of shortage of trained personnel, Education Departments are employing a large number of raw graduates as teachers.

(d) The majority of the answers, *i.e.*, over 80% are in favour of fixing a minimum and/or maximum age-limit for the candidates who are to be admitted to a course of teacher education. Out of these about 10% are for only a maximum age-limit and about 7% for only a minimum age-limit. About 15% of the answers see no need for either a maximum or minimum age-limit. The minimum age recommended is generally 20 and the maximum varies from 30 to 40. Modern theory and practice of teacher education will accept a young person aged 20 as possessing a mature mind which will profit by a course of teacher education, but a person about 40 may have a set mind difficult to deal with. One should not, however, ignore in this context the practical and administrative difficulties of deputing younger teachers to Teachers' Colleges.

(e) The majority of answers are in favour of a qualifying test before a candidate is admitted for teacher education. As to the nature and purpose of the test, opinion is divided. Some are of opinion that this test should be one in personality rather than in academic achievement. A large number of answers are in favour of testing intelligence, achievement and aptitude. Some answers give more details and specific requirements of the quali-

fying test, for instance, love for the profession, intelligence, likable temperament, sociability, readiness for service and sacrifice, an acumen for research and investigation, patience and perseverance, games-mindedness etc. There are a few who are of the opinion that a qualifying test will not serve any useful purpose because no test can adequately find out the qualities needed for the profession. There is general agreement on the need for interviewing the candidate before he is admitted. A proper interview conducted by the Principal assisted by two or three members of his staff will go a long way in eliminating the wrong candidates. Even some of the persons who advocate the qualifying test realise the lack of such tests in the country, and the difficulties of their construction and would advocate the interview as an interim substitute till tests are constructed.

Modern researches on teacher education and teaching ability have shown that successful teaching depends on the teacher's personal equipment, his professional equipment, his cultural background and academic equipment, his physical equipment, his mental equipment, his emotional stability and his social adjustment. The following table gives a clearer picture of the above qualities :

| Personal Equipment | Professional Equipment | Cultural Background and Academic Equipment | Physical Equipment | Mental Equipment | Emotional Stability | Social Adjustment |
|---|---|---|---|---|---|---|
| Personal appearance; refinement; pleasant manners; industry; enthusiasm; drive; initiative; open mindedness. | Knowledge of psychology, of aims, contents, methods, materials of instruction; skill in teaching, interest in teaching etc. | Knowledge of subjects taught and general information, cultural background etc. | Health, physical energy, vitality, freedom from physical defects and contagious diseases etc. | Intelligence, mental alertness, judgment, commonsense. | Self-control, mental balance, tolerance, freedom from unreasonable beliefs, prejudices etc. | Knowledge of social conventions, ability to get on with others, good moral conduct etc. |

The professional equipment comes with teacher education, and therefore a proper qualifying test aided by an interview should deal with as many of the other items contained in the chart as possible. The framing of such tests could be better achieved by co-operative effort among Teachers' Colleges. It will be worthwhile to explore the possibility of the Association of Training Colleges taking up this work of construction of the tests.

(f) The answers to the question regarding the traits of physical fitness to be prescribed for pupil teachers are negative in their approach. Generallay the traits of physical fitness are not enumerated, but the suggestion is made that the candidates should not suffer from physical defects like deafness, stammering etc. and diseases like tuberculosis. A thorough medical examination and the production of a clean medical certificate are insisted.

(g) In practice the selection of candidates for admission to Teachers' Colleges are made partly by the Principal and partly by the Education Department. The procedure rules out the possibility of elimination of the unfit and the undesirable. That the Principal of the College should be the final authority for the selection of candidates for admission is the emphatic opinion of almost all. But doubts have been raised with regard to the actual applicability of such a procedure, especially in view of the fact that the profession does not attract the best available and has to contend itself with whosoever is driven to it. Another consideration which marks this difficulty is that it is the Education Department which is mainly responsible for the employment and continuation of the teachers in service. But even here the consensus of the opinion is that the Principal should have the authority to refuse admission to a person whom he thinks incapable of benefiting by a course of teacher education. A constructive suggestion given is that the Education Department should depute only such candidates as are selected by a committee consisting of its representative and the Principal of the College.

In view of what is stated above on the question of admission of candidates to a course of teacher education, the following are the issues for the Conference to discuss and decide:

( 1 ) Whether it is desirable that Teachers' Colleges should admit only graduates who have secured at least a Second Class; if so, whether it will be possible for the Colleges to do so at present because of the paucity of teachers.

( 2 ) Whether admission should not be denied to graduates of law, and pharmacy etc.

( 3 ) Whether a minimum teaching experience should be a condition precedent for admission; if so, whether it should be limited to 100 working days or one academic year.

( 4 ) Is it desirable to fix a minimum age-limit of 20 and a maximum of 35 for candidates to be admitted to Teacher's Colleges? If desirable, is it possible to surmount the administrative difficulties involved in this?

( 5 ) Should Teachers' Colleges insist on an interview of the candidates before admission? If so, what factors should the interview aim to find out?

( 6 ) Is it possible to introduce a comprehensive admission test which will serve as a vocational test? How can the Association of Training Colleges assist in the preparation of such tests?

( 7 ) Should not a candidate before admission be subjected to a thorough medical examination and should not those who have physical defects and deformities or suffer from infectious diseases be eliminated?

( 8 ) What reforms should be recommended to effect co-ordination between the Teachers' Colleges and Education Departments in respect of admission of candidates and to see that the Principals have the final authority in the admission of candidates for teacher education?

The Conference came to the following decisions on these issues:

( 1 ) There is so little demand for entry into the teaching profession, due mainly to financial considerations, that it will

not be practicable to restrict the admissions to the B.Ed. course to those who had obtained at least a second class. But whenever possible, preference should be given to those who had obtained at least a second class in any degree examination.

( 2 ) Admission to the B.Ed. course should be open to a graduate of any subject irrespective of the consideration whether it has a place in the curriculum of secondary schools or not.

( 3 ) It is desirable to insist that the candidates seeking admission to the B.Ed. course should have had some teaching experience ( perferably not less than 100 working days ); and admissions to fresh graduates should be given in exceptional circumstances only.

( 4 ) There should be no upper age-limit for admission ; but the lower age-limit should be fixed at 21.

( 5 ) Interviews of candidates before final admission is granted are desirable. But it will not be practicable, on financial grounds, to insist on holding an interview *before* admission is given. The college authorities, therefore, should hold an interview after the candidate joins up on a provisional admission and, if necessary, send back such candidates as are not likely to benefit from the training course.

( 6 ) It was desirable to devise a comprehensive vocational test for intending teachers. The Conference felt that the problem was of great complexity and importance and requested the President to appoint a Committee to investigate into the matter and to submit a report to the next conference.*

( 7 ) It is desirable to subject a candidate to a thorough medical examination before admission is granted so that those who suffer from physical defects that unfit them for the profession may be eliminated at the very outset.

( 8 ) On the problem of co-ordinating the authorities of the Education Department and the Training Colleges in respect of the admission of teachers in Government service to a course in teachers' education, the Conference was of opinion that it was

* Here Shri P. K. Roy gave an account of a test that had been tried at Delhi.

not possible, at this stage, to put forward any practicable proposals.

The session was then adjourned to 2-30 p.m. on the same day.

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## GENERAL SESSION:

### *Sunday, 11th November 1951: 2-30 p.m.*

The general session of the Conference resumed discussion of the B.Ed. Course at 2-30 p.m. Shrimati Hansa Mehta was in the chair.

III. *Courses of Study:* The following observations had been made by shri T. K. N. Menon :—

"Courses of Study present one of the most important problems of teacher education in the country. This is particularly true of the last few years when reorientation in the educational ideals and practices forms the chief note of the educational thought in the country. How far this reorientation can, or should take place, depends on many factors; but to examine how far they are educationally valid, useful or otherwise can only be determined by the teachers and students of Teachers' Colleges. In fact, it is only here that the educational excellences, merits or demerits can be systematically or objectively discussed, criticized, worked out, partially or totally accepted or rejected. These problems have been divided into three broad headings: (a) General, (b) Theoretical and (c) Practical. Since Teachers' Colleges are concerned not only with informing teachers with the knowledge and problems of the profession, but also giving them definite attitudes and helping them in cultivating certain valued professional habits, the questionnaire invited opinions about the relative weightage that may be allotted to each in terms of both hours of work and marks at the final examination. And, to implement the recommendations of the Indian University Commission in regard to giving more attention to day-to-day work, suggestions were asked for.

What should, as indicated above, be a satisfactory course of study, which of the subjects should be compulsory and which

optional, what should be the number of special methods a candidate may take up or again what should be the qualification or experience for the proper choice of the Special Methods are some of the problems on which views were invited. Some foreign universities specialize in one of the subjects of study, say Educational Psychology; here in this country, have we not reached a stage when we may also introduce similar courses ?

Students enter Teachers' Colleges at an age when, comparatively speaking, habits are almost formed and ways of life almost set. And it is here that we have to strive to give new attitudes and habits to persons entering the profession. Some of the candidates under training are considerably advanced in years. The problem, therefore, of finding a procedure which can be fruitful in meeting this high demand needs no exaggeration. The questionnaire accordingly put forth the various procedures of practice teaching available in the country. And it sought suggestions with regard to the acceptance of any one or a combination of two or more procedures. Specifically, it asked for the number of lessons that are necessary to be given under supervision, how best these can be given, the circumstances under which these may be given, etc. There are some important items of practical work, as for instance, observations of lessons, preparation of projects etc. which are of much value to the teacher under instruction. To see what significance can be attached to them the questionnaire asked for the proportion of time and marks that may be reserved for them.

The questions put were :

**( a ) General.**

( i ) What should be the relative weightage of the theoretical and practical part of the courses of study in terms of

( a ) Hours of work,

( b ) Marks in the final examination ?

( ii ) The Indian Universities Commission has recommended that credit should be given for the day-to-day work of students undergoing different branches of study. How can this recommendation be implemented in the case of graduates admitted

to a course of teacher education ? What percentage of marks in ( a ) Theory and ( b ) Practice should be assigned for class record ? What items of work would be included under class record ?

**( b ) Courses of Study ( Theoretical ).**

1. Below is given a list of subjects taught in different Universities. State your views in the table given below, on what you consider to be a satisfactory course of study for teacher education :—

( i ) Principles of Education.

( ii ) Educational Psychology or Educational Psychology and Sociology.

( iii ) Methods of Teaching—General.

( iv ) Methods of Teaching—Special : (a) Modern Indian Languages, (b) English, (c) Hindi, (d) Classical Indian Languages, (e) Modern European Languages, (f) Mathematics, (g) Science or its special branches, such as General Science, Physics, Chemistry, Home Science, etc. (h) Social Studies or its special branches, such as History, Geography, Civics, etc., (i) Basic Education, (j) Infant Education, (k) Social Education, (l) Physical Education, (m) Art and Craft, (n) Music.

( v ) School Administration.

( vi ) Educational Administration.

( vii ) School Hygiene.

( viii ) History of Education. ( Indian )

( ix ) History of Education ( Western )

( x ) Comparative Education.

( xi ) Experimental Psychology and Elements of Educational Statistics.

( xii ) Current Problems in Indian Education.

( xiii ) Phonetics.

( xiv ) Pedagogical Drawing.

( xv ) Physical Training etc., etc., etc.

2. Candidates are required to offer two Special Methods in some Universities and three in others. Considering the present requirements of secondary schools, what, in your opinion, should be the proper number of Special Methods ?

3. Will you restrict the choice of subjects for Special Methods to those that candidates have offered at their Degree examination ? If not, what other minimum qualifications or experience would you insist on in respect of the choice for Special Methods ?

4. In our Universities the theoretical part of the course usually comprises a number of compulsory subjects in addition to some Special Methods. In some foreign Universities, besides the above, there is provision for the advanced study of at least one of the above subjects, say, Educational Psychology, History of Education, etc. Would you like to introduce a similar practice in our Universities too ? If so, in what subject or subjects ?

5. If you have any other suggestions regarding compulsory and optional papers in the theoretical course of study, please mention them in detail.

**C. Practical**

Procedure of Practice.

1. The following are some methods of practice :
   - ( a ) Teaching under supervision a prescribed number of lessons spread over the whole academic year. Number of lessons may be, say, 30.
   - ( b ) A definite period, say, of six weeks or two or three instalments of two weeks each of continuous practice as a regular full-time teacher of the school when selected lessons are given under supervision.
   - ( c ) A suitable combination of the procedures ( a ) and ( b ) above.

   State with reasons, which of the above or any other procedure you prefer. If you prefer procedure ( c ) state the proportion between isolated lessons and continuous practice, under supervision, mentioning the order of precedence.

2. If you are in favour of the procedure (a) above, would you prefer the practice teaching to be spread over the whole year on alternate days or on all working days when practice is followed or preceded by lectures in theory ?
3. For purposes of practice teaching, what should be the minimum and maximum strength of the class ?
4. The following are some of the items of practical courses of study:
   1. Observation of lessons.
   2. Preparation of projects, teaching aids, etc.
   3. Use of the projector, epidioscope, film scripts, microphone, radio receiving set, etc., etc. and other illustrative aids.
   4. Devising attainment tests for a particular class in the subjects selected as Special Methods.
   5. Administering of individual and group tests.
   6. Black-board writing.

   State the proportion of time and marks you would reserve for them out of the total time and marks for practical work.

(A) **General :**

(i)

The answers to the questions reveal considerable diversity of opinion and reflect the importance which the various educational institutions and personalities of the country attach to the theoretical and practical part of the Course.

25% of the answers suggest a ratio of 3 : 1 weightage to theory and practice. 20% would recommend a ratio of 2 : 1. These answers do not attach much importance to practical work. But a substantial majority of 55% are in favour of devoting an equal proportion of time and marks to theoretical and practical work.

(ii)

All the answers received agree with the Indian Universities Commission that credit should be given for the day-to-day work of students undergoing teacher education. There are some answers which maintain that the implementation of these recommendations should receive adequate impetus through the

Teachers' Colleges. But there is much difference of opinion about the way in which this may be done. Some advocate a larger percentage of marks for practice, others for theory. But a safe majority of 60% stand for 1 : 1 or equal weightage for both theory and practice. Items of work that have been included under class record by almost all are tutor's-notes supervisor's assessments, students essays, library work, extra-curricular activities, etc.

**( b ) Courses of Study ( Theoretical )**

1. There is general agreement on the main courses of study for teacher education. The subjects of study as stated in the questionnaire have been considered quite comprehensive. There are, however, a few answers, specially from the advocates of Basic Education which do not agree with the general plan or character of the courses of study. They insist that the courses should be planned according to the demands of new life and life situations in the country, which according to them can be evolved from the philosophy of Basic Education. This school of opinion, however, has not put forth a tentative or a definite course, but suggests that the whole problem be discussed in the light of this point of view. This contention though from a bare minority has large claims and therefore cannot be dismissed. To them, the problem is not one of adjustment, but of fundamental change. The question that is raised is important and requires adequate discussion. It is: Do the present courses of study in the Teachers' Colleges represent or reflect the life and culture of the country ? Are, therefore, all reforms of the nature under discussion adequate to make it representative ? Is it not possible, after adequate reforms and changes, to make the existing conditions reflect what the true genius of the country is, or is it inevitable that the whole structure of teacher education should be remoulded on a different pattern suggested by the advocates of the Basic Education ?

There is not much difference of opinion about the compulsory and non-examination subjects. Items nos. XIII ( Phonetics ), XIV ( Pedagogical Drawing ), XV ( Physical Training ), have been unanimously recommended as the non-examination subjects. Similarly items nos. I ( Principles of

Education), II (Educational Psychology or Educational Psychology and Sociology), III (Methods of Teaching, General), V (School Administration), VIII (History of Education in India), XI (Experimental Psychology and Elements of Educational Statistics.), XII (Current Problems in Indian Education) of the questionnaire are by 70% of answers considered quite fit for the compulsory group. About other items, *i.e.* IV (Methods of Teaching—Special:—(a) Modern Indian Languages, (b) English, (c) Hindi, (d) Classical Indian Languages, (e) Modern European Languages, (f) Mathematics, (g) Science or its special branches, such as General Science, Physics, Chemistry, Biology, Home Science, etc., (h) Social Studies or its special branches, such as History, Geography, Civics, etc. (i) Basic Education, (j) Infant Education, (k) Social Education, (l) Physical Education, (m) Art and Craft, (n) Music, VII (School Hygiene), IX (History of Education (Western), X (Comparative Education), there is much difference of opinion, but the majority are in favour of placing any two of these as optional subjects. Here it may be noted that the Basic Educationists refuse to accept Basic Education as one of the methods of teaching.

There is no agreement with regard to the allocation of maximum marks for each compulsory or optional subject-head, nor is there any, on the hours of tuition per week. The concensus of opinion is in favour of 50 marks for each section of a paper consisting of two sections or 100 marks for each full paper.

2 One major group of 45% advocates three subjects and an equally strong one pleads for two. There are some in the former group who would like the candidate to study three, but appear for the examination in only two. This procedure has its advantages, but since the number of lessons suggested by the majority is only 30, the suggestion suffers from the disadvantage of lesser number of lessons and time that may be devoted to each subject. In this respect a thorough study of only two methods stands at an advantage.

3 A majority of 50% of the answers think it desirable that the choice of subjects for Special Methods be those that a

candidate may have offered at the degree examination. But none have made it obligatory. Those who do not take it for a necessary criterion would insist on some experience, the extent of which we have discussed above.

4 There is no agreement on making provision for the advanced study of at least one of the subjects of study at the B.Ed. level. Of the answers received, 45% do not consider the time ripe for such advanced study. This argument is based on certain hard facts which are that the Colleges are not yet adequately and properly staffed or that sufficient funds that the inclusion of such a course involve are not yet available. Unless these are made available, the quality of such advanced study will not be as high as it ought to be. A substantial minority of 40% think that time has come when such advanced study should be included at this level and that whatever the difficulties, they must be studied and tided over in the interests of higher quality of work that the country needs. They do not see any reason why, when Universities of the advanced countries can and do find the means and the talent for it, India cannot.

c. **Practical :**

1. The first method of practice is supported by 30% answers and the procedure ( c ) which is a suitable combination of ( a ) and ( b ) by a majority of 40%. The number of lessons thought adequate for purposes of supervision in all the three cases is 30.

2. Those who advocate procedure ( a ) are in favour of doing it on alternate days. Very few answers are in favour of doing it on working days when it is preceded or followed by theory.

3. A majority of 60% answers put the strength of the class between 20 to 40 students.

4. The items listed under this head have been considered quite comprehensive. Some have even considered it quite ambitious for most of the colleges ; but the desirability of each one of these is positively recognized. There is, however, no un-

animity with regard to the proportion of the time and marks that may be reserved for each item.

In the light of the above suggestions, it is for the Conference to consider whether :—

( 1 ) The theoretical and practical courses of study should have equal, *i.e.* 1 : 1 weightage.

( 2 ) To assign 50% of marks both in theory and practice to day-to-day class records and to include tutor's remarks, supervisor's assessment, essays, etc. as items of work for class record.

( 3 ) To discuss whether the Teachers' Colleges with adequate changes and reforms cannot properly reflect the genius of the country.

( 4 ) To give a definite place and position to Basic Education in the curriculum of the Teachers' Colleges.

( 5 ) To specify or not specify the compulsory and optional groups and leave the choice to suit different institutions or regions.

( 6 ) The number of Special Methods be two.

( 7 ) That as far as possible the selection of Special Methods be restricted to those subjects that the candidate has taken at the degree examination, or to those in which he has at least 3 years teaching experience.

( 8 ) To discuss and decide whether all or at least some institutions should provide for the advanced study of one or more subjects and if so, should there be any plan which may be adopted by such colleges so that duplication of effort is avoided.

( 9 ) To study and indicate a suitable combination of the procedures ( a ) and ( b ) to be adopted as a desirable method of practice.

( 10 ) And that the number of lessons for purposes of supervision be fixed at 30.

On these issues, the decisions of the Conference were as follows :—

( 1 ) The marks in theory should be kept apart from those in practical work and the classes should be awarded separately in the two parts. The question of weightage would not then arise at all.

( 2 ) The manner in which the record of a student's work during the period of training was to be maintained and assessed was an important subject of enquiry ; but it should be examined along with the problem of examinations rather than with that of courses of study.

( 3 ) The problem of the courses of study was so important that it would not be possible to do justice to it within the time at the disposal of the Conference. It should, therefore, be postponed to the next year. In the meanwhile, it was decided that the matter should be examined by a committee consisting of Shri L. P. D'souza (Chairman ), Shri T. K. N. Menon, Shri P. K. Roy, Shri J. M. Sen, Kumari S. Panandikar and Shri K. N. Shrivastava ( with power to co-opt ).

IV. *Examinations:* On this issue, Shri T. K. N. Menon had made the following observations :—

In order to work out reforms in the present system of examination it is necessary to examine the various aspects of it. The question therefore, under this head, invited suggestions with regard to the total number of marks for ( a ) theory and ( b ) practice to be reserved for the work done during the year ; the allocation of marks for theory to be reserved for class records, periodical tests, etc. done during the year. It also invited criteria for pass class and distribution both in individual papers and in the aggregate. And finally it offered a choice between a drastic measure of reform and a respected, set procedure for the examination of special method lessons. The following were the questions on the problem :

( 1 ) It is now agreed by all that the present system of examinations needs drastic reforms. Such reforms are, for

obvious reasons, easier at the teacher education level. What concrete steps would you suggest for this reform ?

(2) What should be the total number of marks for (a) theory, (b) practice ?

(3) What percentage of total marks for practice should be reserved for the work done during the year ?

(4) What percentage of the marks allotted for the examination in theory should be reserved for class record, such as periodical tests, essays, library work, etc. ?

(5) Would you insist on the candidate passing in theory and practice ? If so, which among the following would you accept for passing in theory ? State also the minimum marks that you would prescribe for passing.

(1) Only minimum percentage of marks in the aggregate for passing.

(2) Only minimum percentage of marks in individual papers for passing.

(3) Minimum in the aggregate as well as minimum in individual papers.

(6) The following are the systems of the award of classes in vogue. Underline the one that you choose and mention the marks you suggest for the different classes.

| Systems | Marks for Classes, etc. |
| --- | --- |
| 1. Distinction and pass in theory and practice combined. | |
| 2. Distinction, first, second and pass class in theory and practice combined. | |
| 3. First, second and pass class separately in theory and practice. | |

(7) State with reasons which of the following methods of practical examination you would choose:

(a) An internal and an external examiner assessing one lesson in each of the Special Methods.

(b) The College assessing the practical work of the student and a Board of external examiners moderating the assessment.

1. Two broad and distinct approaches have been made for an attempt at reforming examinations. A majority of 60% answers suggest changes in the procedure of examinations. They suggest various ways in which this could be done. Some of these are: giving weightage to class records, administering objective tests along with essay type tests, abolishing of external examiners, introducing a *viva voce* examination etc. A small minority is not satisfied with tinkering with it here and there and has not been prepared to offer any suggestions with regard to the details given in the questionnaire, as for instance percentage of total marks etc. They argue that unless the fundamentals are decided upon, to work out details is not worthwhile. This criticism, however, is not constructive because no suggestion has been put forth, or indicated with regard to the character of reforms contemplated by them.

2. There are differences of opinion about the total number of marks for theory and practice, both in range and in proportion. 50% of the answers, however, favour an equal number of marks for theory and practice and a minority of 40% want to fix up at a ratio of 2 : 1.

3. The percentage of total marks that may be reserved for practical work done during the year, suggested, varies between 20 to 80%. But the single large majority of 48% of answers stand for reserving for this work not more than 50% of the total marks allotted for the practice part of the course.

4. There is similar difference of opinion with regard to the marks that may be allotted for class records in respect of the theoretical part of the course. All, however, agree that a certain percentage must be reserved. The range varies between 20 to 50% of the total marks. Almost all agree on its need

and none have suggested anything less than 20%. The next large majority of 25% favours between 40 to 50% and a few 33⅓%.

5. All, without exception, are agreed on the candidates passing separately in theory and practice. But there are differences about the minimum percentage of marks required for passing. The range varies between 25 to 40% for a pass. There are again differences about the minimum recommended for a pass in the individual papers and the aggregate. Very few, *i.e.* about 15% are agreed on the same minimum for both. But none have suggested less than 25% marks as the minimum for individual papers.

6. Most of the answers, *viz.* 60% favour Distinction, First, Second and Pass class in theory and practice combined or First, Second and Pass class separately in theory and practice. Of these an influential minority of 25% insist on class separately in theory and practice. There is full agreement on the percentage of marks that may be applied for determining these. The percentage is 70, 60, 50, 40 for Distinction, First, Second and Pass class respectively. There is, however, a weighty minority who stand for a changed form of classification. They point out the severe defects of retaining the system of First, Second and Third classes and wish to abolish the system on the ground that it creates psychological conflicts in the candidates. They therefore advocate only two classes, *viz.*, Distinction and Pass. They like the candidates to pass or secure distinction separately in theory and practice.

7. A large majority of 45% of the answers appear satisfied with the procedure of an internal and external examiner assessing one lesson in each of the Special Methods. The combination of an internal and an external examiner is considered quite adequate to eliminate the danger of the external examiner basing his marks on examining only one lesson. But a strong minority of 30% argue that the college alone is qualified to assess properly the practical work of the student. They therefore advocate that the college assesses this work and sends up its assessment to a Board of external examiners who should moderate this marking.

The problems, which in the light of the above suggestions, emerge for the consideration of the Conference are:

( 1 ) To consider the nature of approach to the problem of examination, and if it decides in favour of the changes in the method, to indicate the broad features of this change.

( 2 ) To discuss whether it should recommend an equal number of marks for ( a ) theory and ( b ) practice.

( 3 ) To recommend whether 50% of total marks for practice be reserved for the work done during the year; and about the same percentage of the theory total for the work done during the year for class records etc.

( 4 ) To fix up whether 25% of marks should not be the minimum for passing in individual subjects and 40% in the aggregate.

( 5 ) ( a ) To accept that 70, 60, 50, 40 percentage of marks be considered necessary for Distinction, First, Second and Pass Classes respectively if the system of classes be recommended.

( b ) To discuss and decide whether proposal of class or distinction be accepted and if so, it is not necessary to get class separately in theory and practice.

( c ) To discuss whether the system of awarding First, Second and Pass Classes should not be dropped in view of the strong objections put forth against it and replaced by that of Distinction and Pass. This practice, it may be recalled, was advocated by the Bombay University till very recently.

( 6 ) To decide whether the system of the College assessing the practical work and the Board of External Examiners moderating it to be introduced.

As a first step in the discussion, Shri R. V. Parulekar proposed that the practical examination should be abolished. The delegates described the practices prevailing at their Universities and opinions were very greatly divided. Some proposed the abolition of the examination altogether; others would prefer to retain it with changes; some preferred only external examiners, some preferred only internal ones and others wanted a combination of both; some even suggested two practical examinations—one of a surprise nature while the teacher is

working in his own school and the other of the usual type. On the issue of the abolition of the practical examination, votes were equally divided (13 *vs.* 13). It was, therefore, unanimously agreed that the problem should be referred to a special committee which should report to the next Conference. The following persons were elected to the Committee:

1. Kumari S. Panandikar—Chairman,
2. Shri H. Rahman,
3. Shri A. A. Kazimi,
4. Shri V. G. Jhingran,
5. Shri P. K. Roy,
6. Sister Stanislas,
7. Sister Korah M. Mani.

V. *Other Matters:* Regarding several other problems connected with the training of graduate teachers, Shri T. K. N. Menon had made the following observations :—

"Under this head opinions were invited on such problems as the maximum number of student-teachers that may conveniently be attached to a single-division practising school; ways and means of securing co-operation between the Teachers' Colleges and practising schools; causes that are responsible for creating wider gaps in the theory and practice as taught in Colleges and as applied in the day-to-day work of schools; the planning of the future Teachers' Colleges with reference to rural needs; to see how far Teachers' Colleges can provide for all types of specialised courses and thus eliminate that waste which the provision of separate institutions for separate courses means to the country.

The following questions were included in the questionnaire under this head :—

(1) What should be the maximum number of student teachers to be attached to a single-division practising school?

(2) Suggest ways and means of promoting co-operation between the college and practising schools?

(3) It is observed that there is often a difference between the theory and practice in education taught in a college of teacher education on the one hand and their application on the other, in the day-to-day work of even secondary schools with

professionally qualified teachers. Mention the causes for this state of affairs and suggest remedies.

( 5 ) Our colleges for teacher education with rare exceptions are located in cities, whereas secondary schools for which they are catering are springing up in large numbers in rural areas. In view of these facts, what measures would you suggest to change the present urban bias in teacher education to a rural bias ?

( 6 ) It is customary now to depute teachers who have had a year's teacher education, for further full-time specialised courses like Physical Education, Basic Education, etc. Are you in favour of this practice ? Or is it possible to provide for all courses simultaneously at one and the same centre ? If so, what should be the duration of graduate teacher education comprising the above ?

( 7 ) Besides the problems referred to in the questionnaire, there may be some others which call for consideration. Please state them and the measures that you would propose to improve graduate teacher education in our country.

( 1 ) Very few specific answers have been received about the maximum number of students-teachers that may be attached to a single-division practising school. The difficulty pointed out is that most of such schools are outside the control of the Teachers' Colleges. This may be so, but it is for the Teachers' Colleges to choose a school and fix the number of teachers for practice-teaching purposes. Those who give suggestions are of the opinion that not more than half the strength of the school staff should be the maximum number.

( 2 ) Various means have been suggested for promoting co-operation between the Teachers' Colleges and practising schools. The commonest of these are :—

( a ) The Vice Principal or a senior member of the college staff should be the head of the practising school if it is attached to the college.
( b ) Joint meetings.
( c ) Mutual visits.
( d ) Participation in school activities.

(e) Collaboration in carrying out research work or in the application of the findings of research work.

(3) It is admitted by all that there is a difference between the theory and practice in education as taught in Teachers' Colleges and as applied in the day-to-day work of the secondary schools. Most of the causes to which this difference is attributed have been repeated by many. Some of the chief causes stated are: (a) uninformed managing bodies, (b) untrained or overaged headmasters, (c) inadequate staff, (d) poor pay, (e) over-work, (f) social status of teachers, (g) defective selection of candidates by Training Colleges, (h) too much methodology (i) large classes..etc. The remedies suggested are the removal of these.

(4) There is increasing realisation of the fact that the new Teachers' Colleges should mostly be opened in rural areas. Till this is done, refresher courses and short term work in rural areas are suggested. One more suggestion is to develop closer relation with rural needs through both curricular and extra-curricular activities.

(5) The existing practice of deputing teachers for different courses of education, Physical, Basic etc. is deemed highly inadvisable by almost all for the obvious reason that it entails waste of time, money and energy. It is the considered opinion of 65% that this practice should stop and it should be made possible to provide for all these courses at one and the same centre. There are, however, differences with regard to the time required for such a course. For this a minimum of 12 months and a maximum of 18 months are considered adequate. If a common teacher education centre is provided, the special claims put forward by Basic Education can also be met.

(6) Many more problems have been put forth for the consideration of the Conference. Some of the most interesting are:

(1) Devising means of developing self-respect and character in teachers.

(2) Developing a sort of trade union sentiment leading to the formation of professional bodies.

(3) Devising means for attracting abler persons to the profession.

( 4 ) Educating the society for the reorientation of professions.

( 5 ) Co-ordination between Teachers' Colleges and inspectorial staff.

( 6 ) Finding the causes that have rendered the majority of teachers indifferent to rebuke or praise.

( 7 ) Developing faith in the education given.

( 8 ) Study of Indian psychological problems as derived from Indian literatures.

( 9 ) Providing an Indian Philosophy of Education.

( 10 ) Indianisation of methods.

( 11 ) Making Teachers' Colleges up-to-date both in respect of equipment as well as staff.

( 12 ) Taking utmost care in the selection of the College staff and affording due encouragement to promising members.

( 13 ) Reduction of emphasis on certain subjects of study.

( 14 ) Attaching more importance to practical work.

( 15 ) Lengthening of course to at least 15 months.

( 16 ) Frequent visits by University Commissions.

( 17 ) Providing teacher education absolutely free.

The Conference may consider the following in the light of the views presented:—

( 1 ) Whether the maximum number of student-teachers to be attached to a single-division practising school should be restricted to half the strength of the school staff.

( 2 ) Whether the Vice Principal or a senior member of the college staff be usually placed as the head of the practising school attached to the Teachers' College to ensure the implementation of various measures calculated to promote co-operation between the College and the practising school.

( 3 ) Whether the opening of new Teachers' Colleges in rural areas be encouraged and till this is done, short term work in rural areas be a regular feature of the existing colleges.

( 4 ) Whether the full time specialized courses like Physical Education, Basic Education, etc., be discouraged and provi-

sion made for the teaching of all these courses simultaneously at one and the same centre.

( 5 ) The other problems put forth are interesting by themselves. It may, however, be worthwhile for the Conference to focus attention on some. It may, for instance, indicate the way in which better co-ordination between the Teachers' Colleges and inspectorial staff can be effected. It may also recommend that the Teachers' Colleges pay due attention to making research in Indian Philosophy, Psychology and in the Indianisation of methods.

These issues were also referred to the committee appointed under item IV above.

8. *Appointment of Auditors.* Shri J. P. Naik proposed that the auditors of the Maharaja Sayajirao University of Baroda be requested to be the honorary auditors of the Association. The proposal was seconded by Shri L. P. D'Souza and carried unanimously.

9. *Venue of the Next Conference:* On behalf of the University of Aligarh, Shri H. Rahman invited the next Conference to Aligarh. Shri J. M. Sen proposed that the invitation be accepted and the thanks of the Association be conveyed to the authorities of the University for their kind invitation. Shri R. V. Parulekar seconded the proposal and the motion was unanimously agreed to.

10. *The Five Year Plan:* Shri J. P. Naik then moved that the Association consider the Five-year Plan and send its comments to the Planning Commission. He was of opinion that the Plan was extremely defective on the following grounds amongst others:—

( i ) It made a very inadequate provision for education.

( ii ) It declared that educational reconstruction should come *after* economic development while all the earlier plans had said that the two should go on side by side.

(iii) It neglected to consider the mandate of the constitution that universal compulsory and free primary education for children upto 14 years of age should be introduced by 1960.

( iv ) It failed to provide adequate funds for research and experiments.

(v) It did not take note of the principle of *equalisation.*

He also added that the silence of educationists to express their views on the plan may have disastrous consequences for the future of education.

It was then proposed by Shri A. C. Deve Gowda that a committee of the following persons be authorized to send comments, on behalf of the Association, to the Government of India and the Planning Commission :—

1. Shrimati Hansa Mehta—Chairman
2. Kumari S. Panandikar
3. Shri T. K. N. Menon
4. „ L. P. D'Souza
5. „ R. V. Parulekar
6. „ J. M. Sen
7. „ J. P. Naik (Convener)

The motion was seconded by Shri A. A. Kazimi and was unanimously agreed to.

11. Special *M.Ed. Courses* : With the permission of the President, Mr. Fishman moved the following resolution :—

" To enable teachers to improve their qualifications without taking leave on loss of pay and to make available to them the best in instruction and research guidance, we recommend to Universities and State Departments of Education in India that, in addition to the existing arrangements, they should make provision for instruction leading to the M Ed. degree during the period when secondary schools are not working. "

Dr. S. V. Kelkar said that such arrangements had been made by the Karnatak University at the S. T. College, Belgaum with effect from the current year. The M.Ed. course was spread over two years. Lectures were arranged in two continuous sessions of 15 to 20 days at two periods in each year coinciding with the winter and summer holidays. In this way, about 15 to 20 lectures could be given in each paper and the teachers residing in the mofussil would also be able to attend them. The arrangements had proved popular and more than 50 teachers from all parts of Karnatak had joined.

The motion was duly seconded and was unanimously agreed to.

12. *Other Matters* : The remaining items on the agenda were postponed to the next session for want of time.

Concluding the Conference, Shrimati Hansa Mehta thanked the delegates for re-electing her as President for the ensuing year. It was an onerous responsibility; but she would strive her utmost to give her best to the cause. She greatly appreciated the friendliness and the cooperative spirit in which the work of the Conference was carried on and the high level of discussions maintained. She was, however, sorry that a number of items had to be postponed or referred to committees and suggested that the conduct of affairs at the next Conference should be so arranged as to secure a still more expedious disposal of business.

Shri J. M. Sen moved a vote of thanks for all those who had helped to make the Conference a success; and in particular, he expressed the gratitude of the Association and delegates to the Maharaja of Mysore; the Government of Mysore; the University authorities of Mysore and Dr. B. L. Manjunath, the Vice-Chancellor; Shri A. C. Deve Gowda and Shri A. R. S. Gupta (Local Secretary); and to Shri Venkatrangiah and his band of enthusiastic volunteers. He also expressed the deep gratitude of the Association and delegates to Shrimati Hansa Mehta for her excellent guidance and interest. The motion was seconded by Kumari S. Panandikar and was unanimously agreed to.

The President then declared the Conference over and announced that the Third Conference would meet at Aligarh on dates which would be notified in due course.

# PART TWO

# APPENDICES

APPENDIX 1

# DRAFT REPORT
ON
# TEACHER EDUCATION FOR GRADUATES IN INDIAN UNIVERSITIES

( Prepared for Discussion )

Printed at Sadhana Press, Raopura, BARODA.

## Introduction

It will be recalled that Miss Amy B. H. T. Rustomjee, the veteran principal of the Bombay Secondary Teachers' Training College read, at the first Conference of Training Colleges held at Baroda, an interesting paper on Training of Graduate Teachers in Indian Universities and the Conference made a rapid survey of the problems connected with this stage of teacher education. Since this question forms the major item of the work of our Teachers' Colleges, the Executive Committee of the Training College Association in India chose this as one of the four subjects for detailed study and report to the Second Conference of Training Colleges to be held at Mysore from the 9th to the 12th November. The study of the problem which is entitled "Teacher Education for Graduates in Indian Universities" was entrusted to a Committee to which as many members of the Training College Association were to be invited, but because of the obvious difficulties of holding meetings, the report had to be prepared by the Baroda Teachers' Training College. The study was made by means of a questionnaire which was sent to all institutions in India which deal with teacher education at the university level. It was also sent to the heads of a number of representative high schools in the country and to a few leading educationists. The response received has been satisfactory.

The questionnaire was intended to be comprehensive and exhaustive; it covers almost all aspects of teacher education of graduate teachers—the nomenclature of the institution and of the degree or diploma, conditions of admission of candidates, theoretical and practical courses of studies, system of examinations, practising schools, co-operation between secondary schools and Teachers' Colleges etc. In the following report the above aspects are discussed with reference to the opinions gathered through the questionnaire. This questionnaire, for the sake of clarity, has been reproduced here, and is immediately followed by detailed analysis and discussion of the answers received. In the final chapter are summarised the issues which the Conference is expected to discuss and decide.

## Chapter I

### Nomenclature.

The questionnaire deals with the nomenclature of the degrees and diplomas awarded by universities and of the institutions that impart teacher education. The questions asked were:

(a) There is no uniformity in the nomenclature used for different degrees and diplomas awarded to graduates at the end of a course of teacher education by different universities. Which among the following, do you think, is the most appropriate? B. T.; B. Ed.; Dip. Ed.?

(b) It has been humorously remarked that only monkeys, horses and such other animals and not teachers are trained. In view of this remark, would you prefer such terms as Teachers' College, College of Education, Teacher Education, etc., to the current terms like Teachers' Training College, Teachers' Training, etc.

### Discussion

(a) There is almost unanimity of opinion with regard to the need of changing the existing diversity of nomenclature. The majority, *viz.* 70% of those who answered the questionnaire are in favour of dropping the name B.T., L.T., etc. and adopting the more appropriate term B.Ed. There is an influential minority *viz.* 20% who would adopt the term Diploma in Education (Dip. Ed.). The latter appear to have been influenced by the nomenclature used by the universities in England which award a Diploma in Education after a graduate teacher has successfully completed teacher education for a year.

(b) No one seems to be happy about the name Training College. The suggested names in the order of frequency are College of Education, Teachers' College, and Institute of Education, the percentages of responses being 60%, 25% and 10%

respectively. There is no doubt that the nomenclature common in the U. S. A., *viz.* School or College of Education and Teachers' College, has found favour with the majority.

In view of the above responses, it is for the Conference to recommend whether:

(1) The professional qualification that a teacher should be awarded after he has successfully gone through teacher education for a year should be a Bachelor's Degree in Education (B. Ed.), and

(2) The institutions dealing with teacher education of graduates should be called Colleges of Education or Teachers' Colleges.

## Chapter II

### Conditions of Admission

Under the head " Conditions of Admission, " the questionnaire deals with the type of graduates who should be admitted to a course of teacher education, the necessity or desirability of previous teaching experience of candidates, the age-limits to be prescribed at the time of admission, the need of an admission test, the traits of physical fitness of the candidates to be insisted on, and the scope and function of the selecting authority. The questions put were the following :

( a ) Do you think the admission should be restricted only to graduates who have passed the degree examination at least with a Second Class ?

( b ) Should graduates in subjects like law, pharmacy, etc. which have no relation to secondary school curriculum be considered eligible for admission to the course ?

( c ) Do you think some teaching experience should be an essential condition for admission to this course ? If so, please mention the minimum period of experience.

( d ) Is it advisible to fix minimum and/or maximum age-limit for admission ? If so, please state the limits.

( e ) Do you think a qualifying test is necessary for admission to the course of teacher education ? If so, what items should such a test aim to assess ?

( f ) What traits of physical fitness would you prescribe as a condition for admission to the course ?

( g ) Usually the Principal of the College selects a certain number of candidates, while some others are deputed to the College by the Education Department. In view of the requirements mentioned above, should the Principal of the College have an important say in the selection of the departmental candidates ? If so, how can the two selective agencies be co-ordinated ?

**Discussion**

( a ) The majority of answers are not in favour of restricting admissions to candidates who have passed the degree examination with at least a Second Class though some of them would welcome this as a desirable, but not an obligatory criterion. Though desirable, some point out the practical difficulty of having such restrictions. India today is faced with paucity of trained teachers and also with the unfortunate position that the teaching profession attracts generally candidates who fail to get an entry into other professions. Therefore restriction of admissions may not be possible at this stage of the history of teacher preparation in the country. Yet another objection raised against this kind of restriction of admission is that there is no guarantee that a First or Second Class graduate will make a good teacher and a Third Class graduate will not. It is not clear whether the ingredients of teaching ability are positively and significantly correlated with the knowledge of subject matter which ensures for candidates a First or Second Class at the B.A. or B.Sc. examination. It is pointed out that the personality of the teacher, his temperament and attitude, his moral and social background are the important factors that go to his success and not a First or Second Class secured at the university examination.

( b ) A change over by the law, pharmacy and other graduates, who underwent a university course with intentions of joining a profession other than the teaching, does not find favour in the case of 60% of the answers. The argument raised against them is that the teaching profession should not continue to be " the refuse accumulating spot of society " and ( 2 ) the candidates in question did not study in the university subjects that have any relation to the secondary curriculum. As opposed to the above majority of 60%, the substantial minority of 40% of the answers show a catholicity of view and would throw open the Teachers' Colleges to all graduates irrespective of the subjects they learned at the university. They argue that ( 1 ) the paucity of trained personnel demands this attitude, ( 2 ) graduates of economics, political science and philosophy are no better than graduates of pharmacy and law in the matter of their knowledge of subjects included in the secondary

school curriculum, (3) every subject is related to human beings and therefore, to education and (4) teachers of all subjects should find a course of training useful, although they need not be identical. (5) There are very few students of this type seeking admission to Teachers' Colleges and they could be accommodated without any risk to the general efficiency of teacher education. There seems to be no necessity to ignore the above views which are expressed by a large minority.

(c) Some universities like those in the State of Bombay insist that a minimum period of teaching experience is necessary before a graduate can be admitted to a course of teacher education while others like those in the Madras State do not insist on such previous teaching experience. The answers received on this question are sharply divided. About 40% of the answers insist on such experience while an equal percentage consider it unnecessary. The remaining 20% consider previous teaching experience desirable, but not obligatory. When previous teaching experience is recommended as obligatory, the period generally recommended is a year or less though there are some who advocate two, three and even four years' experience. But the Bombay practice may be taken here as the norm, *i.e.*, teaching experience of 100 working days when the prospective teacher becomes aware of the problems involved in his work or after which he leaves the profession realising that it will not suit him or he will not suit it. One of the arguments raised against previous experience is that a teacher with long experience gets into a rut and becomes difficult to be educated on modern techniques. Another is that this previous-experience theory creates a vicious circle leading the Education Departments to insist on the appointment of trained teachers and the Teachers' Colleges on having experienced teachers as their students. As against the above arguments, it may be pointed out that the previous experience recommended is of short duration which will not put any teacher into a rut from which he cannot be pulled out and that in the present state of shortage of trained personnel, Education Departments are employing a large number of raw graduates as teachers.

(d) The majority of the answers, *i.e.*, over 80% are in favour of fixing a minimum and/or maximum age-limit for the

candidates who are to be admitted to a course of teacher education. Out of these about 10% are for only a maximum age-limit and about 7% for only a minimum age-limit. About 15% of the answers see no need for either a maximum or minimum age-limit. The minimum age recommended is generally 20 and the maximum varies from 30 to 40. Modern theory and practice of teacher education will accept a young person aged 20 as possessing a mature mind that should profit by a course of teacher education, but a person about 40 may have a set mind difficult to deal with. One should not, however, ignore in this context the practical and administrative difficulties of deputing younger teachers to Teachers' Colleges.

( e ) The majority of answers are in favour of a qualifying test before a candidate is admitted for teacher education. As to the nature and purpose of the test, opinion is divided. Some are of opinion that this test should be one in personality rather than in academic achievement. A large number of answers are in favour of testing intelligence, achievement and aptitude. Some answers give more details and specific requirements of the qualifying test, for instance, love for the profession, intelligence, likable temperament, sociability, readiness for service and sacrifice, an acumen for research and investigation, patience and perseverance, games-mindedness etc. There are a few who are of the opinion that a qualifying test will not serve any useful purpose because no test can adequately find out the qualities needed for the profession. There is general agreement on the need for interviewing the candidate before he is admitted. A proper interview conducted by the Principal assisted by two or three members of his staff will go a long way in eliminating the wrong candidates. Even some of the persons who advocate the qualifying test realise the dearth of such tests in the country, and the difficulties of their construction and would advocate the interview as an interim substitute till tests are constructed.

Modern researches on teacher education and teaching ability have shown that successful teaching depends on ( 1 ) the teacher's personal equipment, his professional equipment, his cultural background and academic equipment, his physical equipment, his mental equipment, his emotional stability and his social adjustment. The following table gives a clearer picture of the above qualities :

## SUCCESSFUL TEACHER

| Personal Equipment | Professional Equipment | Cultural Background and Academic Equipment | Physical Equipment | Mental Equipment | Emotional Stability | Social Adjustment |
|---|---|---|---|---|---|---|
| Personal appearance; refinement; pleasant manners; industry; enthusiasm; drive; initiative; open mindedness. | Knowledge of psychology, of aims, contents, methods, materials of instruction; skill in teaching, interest in teaching etc. | Knowledge of subjects taught and general information, cultural background etc. | Health, physical energy, vitality, freedom from physical defects and contagious diseases etc. | Intelligence, mental alertness, judgment, commonsense. | Self-control, mental balance, tolerance, freedom from unreasonable beliefs, prejudices etc. | Knowledge of social conventions, ability to get on with others, good moral conduct etc. |

The professional equipment comes with teacher education, and therefore a proper qualifying test aided by an interview should deal with as many of the other items contained in the chart as possible. The framing of such tests could be better achieved by co-operative effort among Teachers' Colleges. It will be worthwhile to explore the possibility of the Association of Training Colleges taking up this work of construction of the tests.

(f) The answers to the question regarding the traits of physical fitness to be prescribed for pupil teachers are negative in their approach. Generally the traits of physical fitness are not enumerated, but the suggestion is made that the candidates should not suffer from physical defects like deafness, stammering etc. and from infectious diseases like tuberculosis. A thorough medical examination and the production of a clean medical certificate are insisted.

(g) In practice the selection of candidates for admission to Teachers' Colleges are made partly by the Principal and partly by the Education Department. This procedure rules out the possibility of elimination of all the unfit and the undesirable candidates. That the Principal of the college should be the final authority for the selection of candidates for admission is the emphatic opinion of almost all. But doubts have been raised with regard to the actual applicability of such a procedure, especially in view of the fact that the profession does not attract the best available and has to content itself with whosoever is driven to it. Another consideration which marks this difficulty is that it is the Education Department which is mainly responsible for the employment and continuation of the teachers in service. But even here the consensus of opinion is that the Principal should have the authority to refuse admission to a person whom he thinks incapable of benefiting by a course of teacher education. A constructive suggestion given is that the Education Department should depute only such candidates as are selected by a committee consisting of its representative and the Principal of the College.

In view of what is stated above on the question of admission of candidates to a course of teacher education, the following

are the issues for the Conference to discuss and decide:

(1) Whether it is desirable that Teachers' Colleges should admit only graduates who have secured at least a Second Class; if so, whether it will be possible for the Colleges to do so at present when educational expansion requires a large number of trained teachers?

(2) Whether admission should or not be denied to graduates of law, and pharmacy etc.

(3) Whether a minimum teaching experience should be a condition precedent for admission; if so, whether it should be limited to 100 working days or one academic year.

(4) Is it desirable to fix a minimum age-limit of 20 and a maximum of 35 for candidates to be admitted to Teacher's Colleges? If desirable, is it possible to surmount the administrative difficulties involved in this?

(5) Should Teachers' Colleges insist on an interview of the candidates before admission? If so, what factors should the interview aim to find out?

(6) Is it possible to introduce a comprehensive admission test which will serve as a vocational test? How can the Association of Training Colleges assist in the preparation of such tests?

(7) Should not a candidate before admission be subjected to a thorough medical examination and should not those who have physical defects and deformities or suffer from infectious diseases be eliminated?

(8) What reforms should be recommended to effect co-ordination between Teachers' Colleges and Education Departments in respect of admission of candidates so that the Principals have the final authority in the admission of candidates for teacher education?

## Chapter III

## Courses of Study

Courses of Study present one of the most important problems of teacher education in the country. This is particularly true of the last few years when reorientation in the educational ideals and practices forms the chief note of the educational thought in the country. How far this reorientation can, or should take place, depends on many factors; but to examine how far they are educationally valid, useful or otherwise can only be determined by the teachers and students of Teachers' Colleges. In fact, it is only here that the educational excellences, merits or demerits can be systematically or objectively discussed, criticized, worked out, partially or totally accepted or rejected. These problems have been divided into three broad headings: (a) General, (b) Theoretical and (c) Practical. Since Teachers' Colleges are concerned not only with informing teachers with the knowledge and problems of the profession, but also giving them definite attitudes and helping them in cultivating certain valued professional habits, the questionnaire invited opinions about the relative weightage that may be allotted to each in terms of both hours of work and marks at the final examination. Suggestions were also asked for to implement the recommendations of the Indian University Commission in regard to giving more attention to day-to-day work.

What should, as indicated above, be a satisfactory course of study, which of the subjects should be compulsory and which optional, what should be the number of special methods a candidate may take up or again what should be the qualification or experience for the proper choice of the Special Methods are some of the problems on which views were invited. Some foreign universities specialize in one of the subjects of study, say Educational Psychology etc.; here in this country, have we not reached a stage when we may also introduce similar courses?

Students for teacher education enter Teachers' Colleges at an age when, comparatively speaking, habits are almost formed and ways of life almost set. And it is here that we have to

strive to give new attitudes and habits to persons entering the profession. Some of the candidates under training are considerably advanced in years. The problem, therefore, of finding a procedure which can be fruitful in meeting this high demand needs no exaggeration. The questionnaire accordingly put forth the various procedures of practice teaching available in the country. And it sought suggestions with regard to the acceptance of any one or a combination of two or more procedures. Specifically, it asked for the number of lessons that are necessary for being given under supervision, how best can these be given, the circumstances under which these may be given, etc. There are some important items of practical work, as for instance, observations of lessons, preparation of projects etc. which are of much value to the teacher under instruction. To see what significance can be attached to them the questionnaire asked for the proportion of time and marks that may be reserved for them.

The questions put were :

**( a ) General.**

( i ) What should be the relative weightage of the theoretical and practical part of the courses of study in terms of

( a ) Hours of work.

( b ) Marks in the final examination ?

( ii ) The Indian Universities Commission has recommended that credit should be given for the day-to-day work of students undergoing different branches of study. How can this recommendation be implemented in the case of graduates admitted to a course of teacher education ? What percentage of marks in ( a ) theory and ( b ) practice should be assigned for class record ? What items of work would be included under class record ?

**( b ) Courses of Study ( Theoretical ).**

1. Below is given a list of subjects taught in different universities. State your views in the table given below, on what you consider to be a satisfactory course of study for teacher education :—

( i ) Principles of Education.

( ii ) Educational Psychology or Educational Psychology and Sociology.

( iii ) Methods of Teaching—General

( iv ) Methods of Teaching—Special ( a ) Modern Indian Languages, ( b ) English, ( c ) Hindi, ( d ) Classical Indian Languages, ( e ) Modern European Languages, ( f ) Mathematics, ( g ) Science or its special branches, such as General Science, Physics, Chemistry, Home Sciences, etc. ( h ) Social Studies or its special branches, such as History, Geography, Civics, etc., ( i ) Basic Education, ( j ) Infant Education ( k ) Social Education, ( l ) Physical Education, ( m ) Art and Craft ( n ) Music.

( v ) School Administration.

( vi ) Educational Administration.

( vii ) School Hygiene.

( viii ) History of Education. ( Indian )

( ix ) History of Education ( Western )

( x ) Comparative Education.

( xi ) Experimental Psychology and Elements of Educational Statistics.

( xii ) Current Problems in Indian Education.

( xiii ) Phonetics.

( xiv ) Pedagogical Drawing.

( xv ) Physical Training ect., etc., etc.

2. Candidates are required to offer two Special Methods in some universities and three in others. Considering the present requirements of secondary schools, what, in your opinion, should be the proper number of Special Methods ?

3. Will you restrict the choice of subjects for Special Methods to those that candidates have offered at their Degree examination ? If not, what other minimum qualifications or experience would you insist on in respect of the choice of Special Methods ?

4. In our universities the theoretical part of the course usually comprises a number of compulsory subjects in addition

to some Special Methods. In some foreign Universities, besides the above, there is provision for the advanced study of at least one of the above subjects, say, Educational Psychology, History of Education, etc. Would you like to introduce a similar practice in our universities too? If so, in what subject or subjects?

5. If you have any other suggestions regarding compulsory and optional papers in the theoretical course of study, please mention them in detail.

c. **Practical**

Procedure of Practice.

1. The following are some methods of practice:

(a) Teaching under supervision a prescribed number of lessons spread over the whole academic year. Number of lessons may be, say, 30.

(b) A definite period, say, of six weeks or two or three instalments of two weeks each of continuous practice as a regular full-time teacher of the school when selected lessons are given under supervision.

(c) A suitable combination of the procedures (a) and (b) above.

State with reasons, which of the above or any other procedure you prefer. If you prefer procedure (c) state the proportion between isolated lessons and continuous practice, under supervision, mentioning the order of precedence?

2. If you are in favour of the procedure (a) above, would you prefer the practice teaching to be spread over the whole year on alternate days or on all working days when practice is followed or preceded by theory?

3. For purposes of practice teaching, what should be the minimum and maximum strength of the class?

4. The following are some of the items of practical courses of study:

1. Observation of lessons.
2. Preparation of projects, teaching aids, etc.

3. Use of the projector, epidioscope, film scripts, microphone, radio receiving set, etc., etc. and other illustrative aids.
4. Devising attainment tests for a particular class in the subjects selected as Special Methods.
5. Administering of individual and group tests.
6. Black-board writing.

State the proportion of time and marks you would reserve for them out of the total time and marks for practical work.

## Discussion

(a) **General :**

The answers to the questions reveal considerable diversity of opinion and reflect the importance which the various educational institutions and personalities of the country attach to the theoretical and practical part of the Course.

25% of the answers suggest a ratio of 3 : 1 weightage to theory and practice. 20% would recommend a ratio of 2 : 1. These answers do not attach much importance to practical work. But a substantial majority of 55% are in favour of devoting an equal proportion of time and marks to theoretical and practical work.

**(a) (ii)**

All the answers received agree with the Indian Universities Commission that credit should be given for the day-to-day work of students undergoing teacher education. There are some answers which maintain that the implementation of these recommendations should receive adequate impetus through the Teachers' Colleges. But there is much difference of opinion about the way in which this may be done. Some advocate a larger percentage of marks for practice, others for theory. But a safe majority of 60% stand for 1 : 1 or equal weightage for both theory and practice. Items of work, that have, almost by all, been included under class record are, tutor's-notes supervisor's assessments, students essays, library work, extra-curricular activities, etc.

**( b ) Courses of Study ( Theoretical )**

There is general agreement on the main courses of study for teacher education. The subjects of study as stated in the questionnaire have been considered quite comprehensive. There are, however, a few answers, specially from the advocates of Basic Education which do not agree with the general plan or character of the courses of study. They insist that the courses should be planned according to the demands of new life and life situations in the country, which according to them can be evolved from the philosophy of Basic Education. This school of opinion, however, has not put forth a tentative or a definite course, but suggest that the whole problem be discussed in the light of this point of view. This contention though from a bare minority has large claims and therefore cannot be dismissed. To them, the problem is not one of adjustment, but of fundamental change. The question that is raised is important and requires adequate discussion. It is : Do the present courses of study in Teachers' Colleges represent or reflect the life and culture of the country ? Are, therefore, all reforms of the nature under discussion adequate to make it representative ? Is it not possible, after adequate reforms and changes to make the existing conditions reflect what the true genius of the country is, or is it inevitable that the whole structure of teacher education should be remoulded on a different pattern suggested by the advocates of the Basic Education ?

There is not much difference of opinion about the compulsory and non-examination subjects. Items nos. XIII ( Phonetics ), XIV ( Pedagogical Drawing ), XV ( Physical Training ), have been unanimously recommended as the non-examination subjects. Similarly items nos. I ( Principles of Education ), II ( Educational Psychology or Educational Psychology and Sociology ), III ( Methods of Teaching, General ), V ( School Administration ), VIII ( History of Education in India ), XI ( Experimental Psychology and Elements of Educational Statistics. ) XII ( Current Problems in Indian Education ) of the questionnaire are by 70% of answers considered quite fit for the compulsory group. About other items, *i.e.* IV ( Methods of Teaching—Special :—( a ) Modern Indian Languages, ( b ) English, ( c ) Hindi, ( d ) Classical Indian

Languages, ( e ) Modern European Languages, ( f ) Mathematics, ( g ) Science or its special branches, such as General Science, Physics, Chemistry, Biology, Home Science, etc., ( h ) Social Studies or its special branches, such as History, Geography, Civics, etc. ( i ) Basic Education, ( j ) Infant Education, ( k ) Social Education, ( l ) Physical Education, ( m ) Art, Craft, ( n ) Music), VII ( School Hygiene ), IX ( History of Education and Western ), X ( Comparative Education,) there is much difference of opinion, but the majority are in favour of placing any two of these as optional subjects. Here it may be noted that the Basic Educationists refuse to accept Basic Education as one of the methods of teaching.

( 1 ) There is no agreement with regard to the allocation of maximum marks for each compulsory or optional subject-head, nor is there any, on the hours of tuition per week. The concensus of opinion is in favour of 50 marks for each section of a paper consisting of two sections or 100 marks for each full paper.

( 2 ) One major group of 45% advocate three subjects and an equally strong one pleads for two. There are some in the former group who would like the candidate to study three, but appear for the examination in only two. This procedure has its advantages, but since the number of lessons suggested by the majority is only 30, the suggestion suffers the disadvantage of lesser number of lessons and time that may be devoted to each subject. In this respect a thorough study of only two methods stands at an advantage.

( 3 ) A majority of 50% of the answers think it desirable that the choice of subjects for Special Methods be those that a candidate may have offered at the Degree examination. But none have made it obligatory. Those who do not take it for a necessary criterion would insist on some experience, the extent of which we have discussed above.

( 4 ) There is no agreement on making provision for the advanced study of at least one of the subjects of study at the B.Ed. level. Of the answers received, 45% do not consider the time ripe for such advanced study. This argument is based on certain hard facts which are that the colleges are not yet

adequately and properly staffed or that sufficient funds that the inclusion of such a course involve are not yet available. Unless these are made available, the quality of such advanced study will not be as high as it ought to be. A substantial minority of 40% think that time has come when such advanced study should be included at this level and that whatever the difficulties, they must be studied and tided over in the interests of higher quality of work that the country needs. They do not see any reason why, when universities of the advanced countries can and do find the means and the talent for it, India cannot.

c. **Practical:**

1. The first method of practice is supported by 30% answers and the procedure ( c ) which is a suitable combination of ( a ) and ( b ) by a majority of 40%. The number of lessons thought adequate for purposes of supervision in all the three cases is 30.

2. Those who advocate procedure ( a ) are in favour of doing it on alternate days. Very few answers are in favour of doing it on all working days when it is preceded or followed by theory.

3. A majority of 60% answers put the strength of the class between 20 to 40 students.

4. The items listed under this head have been considered quite comprehensive. Some have even considered it quite ambitious for most of the colleges; but the desirability of each one of these is positively recognized. There is, however, no unanimity with regard to the proportion of the time and marks that may be reserved for each item.

In the light of the above suggestions, it is for the Conference to consider whether :—

( 1 ) The theoretical and practical courses of study should have equal, *i.e.* 1 : 1 weightage.

( 2 ) To assign 50% of marks both in theory and practice to day-to-day class records and to include tutor's remarks, supervisor's assessment, essays, etc. as items of work for class record.

( 3 ) To discuss whether the Teachers' Colleges with adequate changes and reforms cannot properly reflect the genius of the country.

(4) To give a definite place and position to Basic Education in the curriculum of the Teachers' Colleges.

(5) To specify or not specify the compulsory and optional groups and leave the choice to suit different institutions or regions.

(6) The number of Special Methods be two.

(7) That as far as possible the selection of Special Methods be restricted to those subjects that the candidate has taken at the Degree examination, or to those in which he has at least 3 years teaching experience.

(8) All or at least some institutions should provide for the advanced study of one or more subjects.

(9) A suitable combination of the procedures (a) and (b) be adopted as a desirable method of practice.

(10) The number of lessons for purposes of supervision be fixed at 30.

## CHAPTER IV

### Examinations

In order to work out reforms in the present system of examination it is necessary to examine the various aspects of it. The question therefore, under this head, invite suggestions with regard to the total number of marks for ( a ) theory and ( b ) practice to be reserved for the work done during the year; the allocation of marks for theory to be reserved for class records, periodical tests, etc. done during the year. It also invite criteria for pass class and distribution both in individual papers and in the aggregate. And finally it offered a choice between a drastic measure of reform and a respected, set procedure for the examination of special method lessons. The following were the questions on the problem :

( 1 ) It is now agreed by all that the present system of examinations need drastic reforms. Such reforms are, for obvious reasons, easier at the teacher education level. What concrete steps would you suggest for this reform ?

( 2 ) What should be the total number of marks for ( a ) theory, ( b ) practice ?

( 3 ) What percentage of total marks for practice should be reserved for the work done during the year ?

( 4 ) What percentage of the marks allotted for the examination in theory should be reserved for class record, such as periodical tests, essays, library work, etc. ?

( 5 ) Would you insist on the candidate passing separately in theory and practice ? If so, which among the following would you accept for passing in theory ? State also the minimum marks that you would prescribe for passing.

( 1 ) Only minimum percentage of marks in the aggregate for passing.

( 2 ) Only minimum percentage of marks in individual papers for passing.

( 3 ) Minimum in the aggregate as well as minimum in individual papers.

(6) The following are the systems of the award of classes in vogue. Underline the one that you choose and mention the marks you suggest for the different classes.

| Systems | Marks for classes, etc. |
|---|---|
| 1. Distinction and pass in theory and practice combined. | |
| 2. Distinction, first, second and pass class in theory and practice combined. | |
| 3. First, second and pass class separately in theory and practice. | |

(7) State with reasons which of the following methods of practical examination you would choose:

(a) An internal and an external examiner assessing one lesson in each of the Special Methods.

(b) The college assessing the practical work of the student and a Board of external examiners moderating the assessment.

## Discussion

1. Two broad and distinct approaches have been made for an attempt at reforming examinations. A majority of 60% answers suggest changes in the procedure of examinations. They suggest various ways in which this could be done. Some of these are: giving weightage to class records, administering objective tests along with essay type tests, abolishing of external examiners, introducing a *viva voca* examination etc. A small minority is not satisfied with tinkering with it here and there and has not been prepared to offer any suggestions with regard to the details given in the questionnaire, as for instance percentage of total marks etc. They argue that unless the fundamentals are decided upon, to work out details is not worthwhile.

This criticism, however, is not constructive because no suggestion has been put forth, or indicated with regard to the character of reforms contemplated by them.

2. There are differences of opinion about the total number of marks for theory and practice, both in range and in proportion. 50% of the answers, however, favour an equal number of marks for theory and practice and a minority of 40% want to fix up at a ratio of 2 : 1.

3. The percentage of total marks to be reserved for practical work done during the year that is suggested in the answers varies between 20% to 80%. But the single large majority of 48% of answers stand for reserving for this work not more than 50% of the total marks allotted for the practice part of the course.

4. There is a similar difference of opinion with regard to the marks that may be allotted for class records in respect of the theoretical part of the course. All, however, agree that a certain percentage must be reserved. The range varies between 20 to 50% of the total marks. Almost all agree on its need and none have suggested anything less than 20%. The next large majority of 25% favours between 40 to 50% and a few 33%.

5. All, without exception are agreed that the candidates should pass separately in theory and practice. But there are differences about the minimum percentage of marks required for passing. The range varies between 25% to 40% for a pass. There are again differences about the minimum recommended for a pass in the individual papers and the aggregate. Very few, *i.e.* about 15% are agreed on the same minimum for both. But none have suggested less than 25% marks as the minimum for individual papers.

6. Most of the answers, *viz.* 60% favour Distinction, First, Second and Pass class in theory and practice combined or First, Second and Pass class separately in theory and practice. Of these an influential minority of 25% insist on class separately in theory and practice. There is full agreement on the percentage of marks that may be applied for determining these. The percentage is 70, 60, 50, 40 for Distinction, First, Second and

Pass class respectively. There is, however, a weighty minority who stand for a changed form of classification. They point out the severe defects of retaining the system of First, Second and Third classes and wish to abolish the system on the ground that it creates psychological conflicts in the candidates. They therefore advocate only two classes, *viz.*, Distinction and Pass. They like the candidates to pass or secure distinction separately in theory and practice.

7. A large majority of 45% of the answers appear satisfied with the procedure of an internal and external examiner assessing one lesson in each of the Special Methods. The combination of an internal and an external examiner is considered quite adequate to eliminate the danger of the external examiner basing his marks on examining only one lesson. But a strong minority of 30% argue that the college alone is qualified to assess properly the practical work of the student. They therefore advocate that the college should assess this work and send up its assessment to a Board of external examiners who should moderate this marking.

The problems, which in the light of the above suggestions, emerge for the consideration of the conference are :

( 1 ) To consider the nature of approach to the problem of examination, and if it decides in favour of the changes in the method, to indicate the broad features of this change.

( 2 ) To discuss whether it should recommend an equal number of marks for ( a ) theory, and ( b ) practice.

( 3 ) To consider whether 50% of the practice total marks be reserved for the work done during the year ; the percentage of the theory total that should be reserved for the work done during the year and to suggest items of day to day work which should count for these marks.

( 4 ) To consider whether 25% of marks should not be the minimum for passing in individual subjects and 40% in the aggregate.

( 5 ) ( a ) To consider 70, 60, 50, 40 percentage of marks for Distinction, First, Second and Pass classes respectively if the system of classes be recommended ;

(b) To discuss and decide whether the proposal of class or distinction be accepted and if so, it is not necessary to get class separately in theory and practice;

(c) To discuss whether the system of awarding First, Second and Pass class should not be dropped in view of the strong objections put forth against it and whether it be replaced by that of Distinction and Pass.

(6) To decide whether the system of the College assessing the practical work and the Board of External Examiners moderating it to be introduced.

## Chapter V

### Miscellaneous.

Under this head opinions were invited on such problems as the maximum number of student-teachers that may conveniently be attached to a single-division practising school; ways and means of securing co-operation between the Teachers' Colleges and practising schools; causes that are responsible for creating wider gaps in the theory and practice as taught in Colleges and as applied in the day-to-day work of schools; the planning of the future Teachers' Colleges with reference to rural needs; to see how far Teachers' Colleges can provide for all types of specialised courses and thus eliminate that waste which the provision of separate institutions for separate courses mean to the country.

The following questions were included in the questionnaire under this head :—

(1) What should be the maximum number of student-teachers to be attached to a single-division practising school ?

(2) Suggest ways and means of promoting co-operation between the college and practising schools.

(3) It is observed that there is often a difference between the theory and practice in education taught in a college of teacher education on the one hand and their application on the other, in the day-to-day work of even secondary schools with professionally qualified teachers. Mention the causes for this state of affairs and suggest remedies.

(5) Our colleges for teacher education with rare exceptions are located in cities, whereas secondary schools for which they are catering are springing up in large numbers in rural areas. In view of these facts, what measures would you suggest to change the present urban bias in teacher education to a rural bias ?

(6) It is customary now to depute teachers who have had a year's teacher education, for further full-time specialised courses like Physical Education, Basic Education, etc. Are you in favour of this practice ? Or is it possible to provide for all

courses simultaneously at one and the same centre? If so, what should be the duration of graduate teacher education comprising the above?

(7) Besides the problems referred to in the questionnaire, there may be some others which call for consideration. Please state them and the measures that you would propose to improve graduate teacher education in our country.

**Discussion**

(1) Very few specific answers have been received about the maximum number of students-teachers that may be attached to a single-division practising school. The difficulty pointed out is that most of such schools are outside the control of the Teachers' Colleges. This may be so, but it is for the Teachers' Colleges to choose a school and fix the number of teachers for practice-teaching purposes. Those who give suggestions are of the opinion that not more than half the strength of the school staff should be the maximum number.

(2) Various means have been suggested for promoting co-operation between the Teachers' Colleges and Practising schools. The commonest of these are:

- (a) Vice-principal or a senior member of the college staff should be the head of the practising school if it is attached to the college.
- (b) Joint meetings.
- (c) Mutual visits.
- (d) Participation in school activities.
- (e) Collaboration in carrying out research work or in the application of the findings of research work.

(3) It is admitted by all that there is a difference between the theory and practice in education as taught in Teachers' Colleges and as applied in the day-to-day work of secondary schools. Most of the causes to which this difference is attributed have been repeated by many. Some of the chief causes stated are; (a) Uninformed managing bodies, (b) Untrained or overaged headmasters, (c) Inadequate staff, (d) Poor pay, (e) Over-work, (f) Social status of teachers, (g) Defective

selection of candidates by Training Colleges, (h) Too much methodology (i) Large classes..etc. The remedies suggested are the removal of these.

(4) There is increasing realisation of the fact that the new Teachers' Colleges should mostly be opened in rural areas. Till this is done, refresher courses and short term work in rural areas are suggested. One more suggestion is to develop closer relation with rural needs through both curricular and extra-curricular activities.

(5) The existing practice of deputing teachers for different courses of education, Physical, Basic etc. is deemed highly inadvisable by almost all for the obvious reason that it entails waste of time, money and energy. It is the considered opinion of 65% that this practice should stop and it should be made possible to provide for all these courses at one and the same centres. There are, however, differences with regard to the time required for such a course. For this a minimum of 12 months and a maximum of 18 months is considered adequate. If a common teacher education centre is provided, the special claims put forward by Basic Education can also be met.

(6) Many more problems have been put forth for the consideration of the Conference. Some of the most interesting are :

(1) Devising means of developing self-respect and character in teachers.

(2) Developing a sort of trade union sentiment leading to the formation of professional bodies.

(3) Devising means for attracting abler persons to the profession.

(4) Educating the society for the reorientation of professions.

(5) Co-ordination between Teachers' Colleges and inspectorial staff.

(6) Finding the causes that have rendered the majority of teachers indifferent to rebuke or praise.

(7) Developing faith in the education given.

(8) Study of Indian psychological problems as derived from Indian literatures.

(9) Providing an Indian Philosophy of Education.

(10) Indianisation of Methods.

(11) Making Teachers' Colleges up-to-date both in respect of equipment as well as staff.

(12) Taking utmost care in the selection of college staff and affording due encouragement to promising members.

(13) Reduction of emphasis on certain subjects of study.

(14) Attaching more importance to practical work.

(15) Lengthening of course to at least 15 months.

(16) Frequent visits by University Commissions.

(17) Providing teacher education absolutely free.

The Conference may consider the following in the light of the views presented :—

(1) Whether the maximum number of student-teachers to be attached to a single-division practising school should be restricted to half the strength of the school staff.

(2) Whether the Vice-principal or a senior member of the college staff be usually placed as the head of the practising school attached to the Teachers' College to ensure the implementation of various measures calculated to promote co-operation between the college and the practising school.

(3) Whether the opening of new Teachers' Colleges in rural areas be encouraged and till this is done, short term work in rural areas be a regular feature of the existing colleges.

(4) Whether the full time specialized courses like Physical Education, Basic Education, etc...be discouraged and provision made for the teaching of all these courses simultaneously at one and the same centre.

(5) The other problems put forth are interesting by themselves. It may, however, be worthwhile for the Conference to focus attention on some. It may, for instance, indicate the way in which better co-ordination between the Teachers' Colleges and inspectorial staff can be effected. It may also recommend that the Teachers' Colleges pay due attention to making researches in Indian Philosophy, Psychology and in the Indianisation of Methods.

## CHAPTER VI

### Conclusion

In this Chapter are summed up the issues that were raised in the previous Chapters. It is for the Conference to discuss these and give their considered opinion and thereby a lead to Training Colleges and University Departments of Education to initiate reform in respect of the teacher education of graduates :—

(1) Whether the professional qualification that a teacher should be awarded after he has successfully gone through teacher education for a year should be a Bachelor's Degree in Education (B.Ed.).

(2) Whether the institutions dealing with teacher education of graduates should be called Colleges of Education or Teachers' Colleges.

(3) Whether it is desirable that Teachers' Colleges should admit only graduates who have secured at least a Second Class; if so, whether it is possible for the Colleges to do so at present when educational expansion requires a large number of trained teachers.

(4) Whether admission should or not be denied to graduates of law, and pharmacy etc.

(5) Whether a minimum teaching experience should be a condition precedent for admission; if so, whether it should be limited to 100 working days or one academic year.

(6) Is it desirable to fix a minimum age-limit of 20 and a maximum of 35 for candidates to be admitted to Teachers' Colleges? If desirable, is it possible to surmount the administrative difficulties involved in this?

(7) Should Teachers' Colleges insist on an interview of the candidates before admission? If so, what factors should the interview aim to find out?

(8) Is it possible to introduce a comprehensive admission test which will serve as a vocational test? How can the Asso-

ciation of Training Colleges assist in the preparation of such tests ?

(9) Should not a candidate before admission be subjected to a thorough medical examination and should not those who have physical defects and deformities or suffer from infectious diseases be eliminated ?

(10) What reforms should be recommended to effect co-ordination between Teachers' Colleges and Education Departments in respect of admission of candidates so that the Principals have the final authority in the admission of candidates for teacher education ?

(11) Whether the theoretical and practical courses of study should have equal, *i. e.* 1 : 1 weightage.

(12) To assign 50% of marks both in theory and practice to day-to-day class records and to include tutors' remarks, supervision assessment, essay, etc. as items of work for class record.

(13) To discuss whether the Teachers' Colleges with adequate changes and reforms cannot properly reflect the genius of the country.

(14) To give a definite place and position to Basic Education in the curriculum of the Teachers' Colleges.

(15) To specify or not specify the compulsory and optional groups and leave the choice to suit different institutions or regions.

(16) Whether the number of Special Methods be two.

(17) That as far as possible the selection of Special Methods be restricted to those subjects that a candidate has taken at the Degree examination, or to those in which he has at least 3 years teaching experience.

(18) To discuss and decide whether all or at least some institutions should provide for the advanced study of one or more subjects and if so, should there be any plan which may be adopted by such colleges so that duplication of effort is avoided.

(19) To study and indicate a suitable combination of the procedures (a) and (b) outlined in Chapter III to be adapted as a desirable method of practice.

( 20 ) That the number of lessons for purposes of supervision be fixed at 30.

( 21 ) To consider the nature of approach to the problem of examination, and if it decides in favour of the changes in the method, to indicate the broad features of this change.

( 22 ) To discuss whether it should recommend an equal number of marks for ( a ) theory, and ( b ) practice.

( 23 ) To consider whether 50% of the practice total marks be reserved for the work done during the year; the percentage of the theory total that should be reserved for the work done during the year and to suggest items of day to day work which should count for these marks.

( 24 ) To consider whether 25% of marks should not be the minimum for passing in individual subjects and 40% in the aggregate.

( 25 ) (a) To consider 70, 60, 50, 40 percentage of marks for Distinction, First, Second and Pass classes respectively if the system of classes be recommended.

( b ) To discuss and decide whether, the proposal of class or distinction be accepted and if so, it is not necessary to get class separately in theory and practice.

( c ) To discuss whether the system of awarding First, Second and Pass class should not be dropped in view of the strong objections put forth against it and whether it be replaced by that of Distinction and Pass.

( 26 ) To decide whether the system of the College assessing the practical work and the Board of External Examiners moderating it to be introduced.

( 27 ) Whether the maximum number of student-teachers to be attached to a single-division practising school should be restricted to half the strength of the school staff.

( 28 ) Whether the Vice-principal or a senior member of the college staff be usually placed as the head of the practising school attached to the Teachers' College to ensure the implementation of various measures calculated to promote co-operation between the college and the practising school.

( 29 ) Whether the opening of new Teachers' Colleges in rural areas be encouraged and till this is done, short term work in rural areas be a regular feature of the existing colleges.

( 30 ) Whether the full time specialized courses like Physical Education, Basic Education, etc...be discouraged and provision made for the teaching of all these courses simultaneously at one and the same centre.

( 31 ) And whether the conference may indicate the way in which better co-ordination between the Teachers' Colleges and inspectorial staff can be effected or recommend that the Teachers' Colleges pay more attention to making researches in Indian Philosophy, Psychology and in the Indianisation of Methods.

# TRAINING OF GRADUATE TEACHERS IN INDIAN UNIVERSITIES

By

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The *object* of this paper is to make a comparative study of the regulations and courses for the training of graduate teachers in Indian Universities and to suggest some broad principles on which reforms will have to be based.

2. *Nomenclature:* Out of the 24 universities which provide courses for graduate teachers, 17 award the B.T. degree. The name next in popularity is the B.Ed. degree which is really to be preferred to B.T.

Two universities confer a Diploma-in-Education. Since some universities confer a Diploma-in-Education or a Diploma-in-Teaching on undergraduate teachers, there is some confusion. It is not always clear whether a diploma-holder has undergone a graduate or undergraduate training course. It would, therefore, be desirable for the universities to confer a *degree,* rather than a *diploma,* at the end of a graduate's training course and such a degree should be that of *Bachelor of Education and not that of a Bachelor of Teaching.*

Since there is no restriction in this country on who may or may not teach, the term *Licentiate-in-Teaching* is meaningless and hence the L.T. degree should also be changed to the B.Ed.

3. *Conditions of Admission:* A study of the regulations of the universities on this subject which I was able to obtain and which have already been circulated show two important features. On the one hand, some universities impose unnecessary and unjustifiable bans on admission. The University of Rajputana, for instance, observes that "a person who passes the B.A. examination in English only or takes the Master's Degree in a language after passing the B.A. examination in

English only shall not be eligible for admission to the examination for the B.Ed. degree." This is ununderstandable. I hold that universities should not impose any restriction on the basis of the teacher's subjects at the degree examination. Obviously, the training colleges will see that a candidate has enough knowledge and grasp of the subjects in the teaching of which he desires to specialise. This ought to be enough for all purposes.

On the other hand, the regulations are silent on some other conditions which I consider essential. For example, I do believe that a teacher should have about a year's experience of independent school teaching *before* he is admitted to a training college. This gives him confidence in facing a class and he comes to the college with some problems from his experience. At the same time, a man who has had too long an experience of teaching—say about 10 years--does not profit much from a course of training. He has to unlearn a good deal; he has lost his adaptability as well as habits of study; and, therefore, it should be a policy of Government to see that every teacher is sent in for training within about five years of his joining the profession. The universities can and should make regulations prescribing the minimum teaching experience required; but it is for the Education Departments to make and enforce such regulations as will compel the managements of schools to depute every teacher for training by the time he has put in five years' service, as a teacher.

Though I have advocated the minimum teaching experience of about a year before admission to a training college, I do realise that there are a few keen young people, fresh from college, anxious to enter the profession. Such people should be admitted even though they have not had any experience of independent teaching. However, even in such cases, the trainees should be required to obtain the necessary experience before they are admitted to the practical part of the examination. In the universities of the State of Bombay, there is a rule to this effect. I did not find any similar rule in the other universities.

But teaching experience is not the only point to be considered while admitting teachers for training. Several other

factors such as age, physical fitness, the existence of certain defects such as a stammer, a squint eye, or deafness, which unfit a person from being a teacher, personality, temperament, etc. have also to be examined. I do realise that it is difficult to frame exact regulations on these matters. But it is here that the Principal and the staff should have a free hand in their selection. They should make it an invariable practice to interview every candidate seeking admission. I also feel that it would be worthwhile to devise tests covering all the aspects of the suitability of a candidate for the teaching profession. Nowadays when we have to admit to the profession almost every person who knocks at its door and when the remuneration we ordinarily offer keeps out most promising youths from it, all *selection* can only have a negative value in the sense that we can weed out some persons whose admission will adversely affect the education of hundreds of children. But even this service is worthwhile and it is the duty of training colleges to render it to the community.

One more point about admissions. I am strongly opposed to any selection of teachers on communal or sectarian considerations. I do feel that, for the teaching profession, we should choose the best people from amongst those who offer to enter it.

4. *Duration:* The duration of the course is everywhere one year. I agree to this. But what we do not generally realise is that the actual working period is far shorter—only 7 months and 20 days (20th June to 10th October and 10th November to 10th March). If allowance is made for the inevitable loss in the opening days and for other holidays, we generally get only about 7 months or less which is far too short a period to do justice to all the theory and practice that is crammed into an average syllabus. I feel that we must have at least nine clear months of work. We may begin on 1st June and end on 15th October with a mid-term break for a week. Then we may have a month's vacation, begin on 15th November and go right up to 15th April with a break of a week at Christmas. The proposal involves a greater strain on training college staff in comparison with the staff of other colleges; but some sort of financial or other compensation might

be arranged for this. I do think that the proposal deserves very serious consideration.

I do not like the idea of cutting down the B.T. course to a shorter period as is done in some places. For instance, a three-months' training course is organised in Madras for teachers having a prescribed period of experience. In Calcutta, a teacher can appear for B.T. without attending a college under certain conditions: similarly, I do not approve of the proposal, sometimes entertained, of allowing teachers under training to accept service. I feel that the B.T. course should be a whole-time course of one year. That is the very minimum period necessary if justice is to be done to the curriculum.

5. *Syllabus in theory:* The number of papers to be offered in theory varies from university to university. While some universities prescribe four papers, a majority prescribes five; and the University of Mysore prescribes as many as six. I feel that the burden of theory is far too great in view of the short time at our disposal.

I feel that there should be only four compulsory papers. The practice which prevails in some universities of providing for a special paper which is to be taken only by those who wish to do so is really good and deserves general acceptance. In drawing up the syllabus, the largest possible option should be allowed in this special paper.

Coming to the content of these four compulsory papers, I suggest that they should include the following subjects which every teacher must know:

(1) Educational Psychology (including elementary experimental psychology, and mental testing).

(2) Principles (or Philosophy) of Education.

(3) General and Special Methods of teaching School subjects.

(4) School Organisation.

(5) Problems of Indian Education.

I would not like to suggest any definite combination of these subjects into the 4 papers proposed. This is an area where a variety of experimentation should be encouraged, on principle.

For the special paper, the following may be considered as optionals (amongst others) : —

(1) History of Education.
(2) Statistical methods applied to education.
(3) An advanced course in any of the subjects included in the compulsory part.
(4) Comparative Education.
(5) Detailed study of some outstanding educators.
(6) Basic Education.
(7) Adult Education.
(8) Audio-visual Education.
(9) Vocational and Educational Guidance.
(10) Juvenile Delinquency.
(11) Mental Hygiene and School clinics.
(12) Education of the gifted and the subnormal children.

6. *Syllabus in Practice-teaching* : In Calcutta, a teacher has to specialise in 3 subjects. The practice in a majority of universities is to require specialisation in two subjects only. This ought to be enough.

There should be no restriction regarding the subjects to be selected for specialisation (as in Andhra, for instance). The question should be left to the discretion of college authorities who, it is presumed will see that the teacher under training has a sufficient grasp of the subjects he proposes to teach.

Coming to the question of supervised practice-teaching, I find that the present position requires improvement on two lines: The advantages and disadvantages of continuous practice on the one hand and isolated lessons on the other are well known and I need not discuss them here. What we really need is a combination of both the systems in a suitable proportion and this we do not have anywhere. Secondly, the number of isolated lessons is, in some cases, much too great (60 lessons) and in others, it is too meagre (5 lessons). I, therefore, propose that we should reorganise this aspect of our work on the following lines : —

(1) Every teacher under training should be required to do continuous teaching (*i.e.*, he should be considered to be a member of the staff and undertake all such cur-

ricular and extra-curricular duties as may be assigned to him ) for a period of two weeks. During this period, the student-teacher will be under the general supervision of the Head of the school in which he is giving the lessons. The members of the staff of the training college would visit his classes, note his work, and give him such criticism and guidance as may be necessary.

( 2 ) In addition to the continuous teaching described above, each student-teacher should be required to give 20 lessons ( 10 in each subject ) under supervision.

This is a field in which there is great scope of experiments. The training colleges should try out different experiments and circulate, among themselves, the results thereof. In the periodical conferences of training colleges, the papers on such experiments should be read and discussed.

As a rule, practice-teaching, whether continuous or isolated, should be done in classes of not less than 15 pupils.

7. *Practical work other than practice-teaching* : The practical work to be done by a student-teacher should include, in addition to practice-teaching, the following items : —

( i ) Writing of six essays on educational topics ;
( ii ) Devising attainment tests for a particular class in the subjects selected ;
( iii ) Observing not less than 60 lessons given by others ( the criticism of the lessons observed being written down on a prescribed note-book ) ;
( iv ) Preparation of Schemes of work ;
( v ) Administration of individual and group tests ;
( vi ) Preparation of teaching aids in connection with lessons actually given ;
( vii ) Black-board writing and Teachers' Drawing ;
( viii ) Use of a projector, an epidiascope, a film-script, a microphone, and radio-receiving set ; and
( ix ) Care and restoration of books, charts, pictures, etc.

8. *Scheme of Examination :* With regard to the scheme of the examination, three questions arise :

( *a* ) What should be the total marks assigned to theory ?
( *b* ) What should be the total marks assigned to practice ?

( *c* ) What percentage of the total marks assigned for practice should be reserved for work during the year ?

The practice of the universities varies considerably under each of these heads. I feel that the four papers in theory should carry 400 marks in all. The practice-teaching should be given an equal number of marks and these should be divided equally between the year's work and the two lessons given in the examination :

9. *Method of Practical Examination :* It is advisable that a teacher's work in the practical examination should be judged by an equal number of internal and external examiners.

10. *Standard of Passing :* For the standard of passing, I suggest that

( i ) separate passing should be required in theory ( say, at about 40 per cent. ) with minimum marks ( say, about 30 per cent. ) in each paper ; and

( ii ) separate passing should also be required in practical examination ( say, at about 40 per cent. ) with minimum marks ( say, about 30 per cent ) in the examination lessons and the college marks.

In the foregoing paragraphs, I have discussed briefly some of the main problems connected with the B.T. course. I would feel grateful if the delegates would discuss them in the light of their experiences.

APPENDIX 2

# DRAFT REPORT
## ON
# TRAINING COLLEGES AND SOCIAL EDUCATION

**( Prepared for Discussion )**

# TRAINING COLLEGES AND SOCIAL EDUCATION

## 1. The Concept of Social Education :

The Adult Education Movement launched by popular governments in various provinces for liquidating adult illiteracy has been gradually transformed into a purposeful drive towards what is now called Social Education. The experience of adult education workers in the past revealed two most important issues: firstly, how to spread adult education on a mass scale as quickly as possible and secondly, how to make it attractive and worthwhile for the adults. Adults are not attracted by mere literacy work. It was, therefore, found necessary to give a wider connotation to the term 'adult education,' which had come to mean only adult literacy. Since the advent of political freedom and the adoption of democratic methods of government, the need for instruction in civic education and training leaders for local communities was paramount and could not be lost sight of. Adult Education has thus gained a new meaning and an added significance and urgency. The new conception of adult education came to be recognised as Social Education, and has now become an important aspect of our educational programme. Its need is implicit in the responsibilities of a democratic society. The problem is urgent, challenging and fundamental to the wider issues of good citizenship and national efficiency and solidarity. As defined in the Ministry of Education's Pamphlet No. 58, Social Education "is a course of study directed towards the production of consciousness of citizenship among the people and promotion of social solidarity among them. It has three aspects, namely, (a) the introduction of literacy among grown-up illiterates, (b) the production of an educated mind in the masses in the absence of literary education, (c) the inculcation of a lively sense of rights and duties of citizenship, both as individuals and as members of a powerful nation." Describing the main elements of Social Education Shri K. G. Saiyidain, the former Educational Adviser to the Government of Bombay and now

the Joint Educational Adviser and Secretary, Ministry of Education, New Delhi, said: "These are the main elements of Social Education as I visualize it—literacy, lighting up the mind with useful and reliable knowledge, cultivation of the qualities of hard work, integrity, tolerance, and co-operation and promotion of communal harmony and a balanced national outlook. To these perhaps, may be added, so far as possible, an improvement of efficiency in the work done..and the provision of recreational facilities through games, song, drama and other cultural activities. All these are needed to enrich their personality and social life."

In order to achieve the objectives of Social Education, emphasis has shifted from mere literacy or even acquisition of factual knowledge to health and hygiene, to civic and national aspects of life, to the understanding of political rights and social responsibilities, to the teaching of suitable crafts, and the provision of suitable cultural and recreational activities. Social Education thus implies a programme of reorientation of social ideology and of social amelioration of the masses.

The twelve-point programme indicated by the Hon'ble Minister of Education, Maulana Abul Kalam Azad, at a Press Conference held on May 31, 1948 (vide Enclosure III), gives us a clear idea of how instruction is to be combined with entertainment and how audio-visual aids including charts, posters, films and exhibitions are to be utilised as means of Social Education. The various State Governments formulated schemes for the Social Education drive, and every educational institution was exhorted to start social education centres. The idea of Social Education and social service, it is desired, should permeate the various courses of studies at all levels.

In view of the growing importance of Social Education, it is felt necessary to consider how far the Training Colleges can play their legitimate part not only in implementing the programme but also in furthering its progress and in giving adequate guidance and direction. With a view to studying this problem, a questionnaire was prepared (vide Enclosure I) and sent to all the Training Colleges and Departmental Heads. Some typical replies have been annexed to this Report (vide Enclosure II).

**2. The Need and Importance of Training in Social Education :**

In order to cope with the vast problem and its manifold implications, it is necessary to harness the services of an adequate army of workers. It is also necessary to awaken an attitude and understanding for the work of social education in the teaching profession, and to this end, the Training Colleges, primary or secondary, should provide facilities for the necessary training. The main aspects of work in this direction comprise of : (a) Selection of Social Education workers, (b) providing necessary training to selected workers, (c) Organising Social Education Centres and Camps, (d) Conducting research and experiments in the content and methodology of Social Education.

**3. Selection of Social Education Workers :**

It seems that no preliminary training as such is imparted to Social Education workers nor is a special procedure for selecting workers adopted. Generally most of the Social Education workers come from the cadre of primary school teachers. Sometimes men and women from other walks of life, especially social workers or bodies engaged in doing constructive work for the welfare of the nation, volunteer for the work of Social Education. Usually the personnel engaged in the work of Social Education is classified into : (a) Full-time paid workers—responsible for organising and guiding schemes of Social Education Drive ; (b) Part-time workers, such as, school teachers, doctors, postmasters, and others, (c) voluntary workers, recruited mainly from students and staff of schools and colleges. Such voluntary workers who may be suited to the work by temperament or inclination undertake to work for social education either as part of their studies or extra-curricular activities or for love of social service and uplift.

At present the selection of workers depends upon the sponsoring body. If the sponsoring body is a Government Department of Education, the workers are selected from the assistant teachers of government primary and secondary schools. If the sponsoring body is a university, the workers are selected from among the members of university staff and students in the various faculties. In other cases, workers are selected from amongst

local men who are literate and have organising capacity and wield some influence in the area. But in order to avoid spasmodic and unco-ordinated efforts, and to bring about a purposeful drive towards the objectives of Social Education, and to ensure continued interest and efficiency in work, it will be necessary to organise selection of workers on scientific lines. The Training Colleges can undertake the preparation of lists of criteria and tests of social efficiency, leadership, and attitude tests for social service. Selection may be based on the suitability of workers by temperament and inclination and for this purpose the qualities necessary for the various aspects and means of Social Education may be analysed.

### 4. Providing Necessary Training to Selected Workers:

The method, the content and duration of training will depend upon the type of social education work and the category from which the worker is selected. In organising the Social Education work in a State, there will be need for (a) Organising machinery, (b) Supervisory staff, (c) Actual field workers, and (d) Workers conducting research and experiments in the technique and content of Social Education.

The organising machinery in a State is generally its Education Department assisted by a Board or a Committee. In the State of Bombay the work is organised by three Regional Social Education Committees on the linguistic basis. Besides, there are also City Social Education Committees. These Committees are entrusted with the work of harnessing local enthusiasm by way of personal contact and intensive propaganda in favour of Social Education and advise government from time to time on the future planning, campaigning and the general direction of work. The organising machinery by the very nature of its work which would be mainly executive and advisory would naturally consist of highly influential personnel and represented by eminent workers and officials. In the actual implementation of the programmes and schemes formulated by the organising machinery, that will be assisted by the supervisory staff. The latter will consist mainly of persons from the inspectorate cadre or trained teachers having experience of teaching in schools and such other experts entrusted with the work. The supervisory

staff will, therefore, need special, short term training and occasional refresher courses to keep them abreast with the day to day developments.

Training Colleges, especially the Training Colleges, for graduate teachers will, therefore, have to provide for training of the supervisory staff and special officers. Most of these courses will be in the nature of short term refresher and vacation courses. These courses may be started either on the initiative of the Training Colleges or under advice of the Education Departments or the Social Education Committees. Training Colleges will have to evolve suitable syllabus for giving training to supervisory staff and special officers and also ensure careful planning of such training. The question of the introduction of the Principles of Social Education in the syllabus of Training Colleges for graduate teachers was discussed at the Conference of Principals of Training Colleges of the State of Bombay held in September, 1949. It was felt that the subject could be given its due place in the theory part by the addition of the various topics pertaining to Social Education in the relevant sections of the theory papers. It was also considered that the Training Colleges might reserve a certain number of marks out of the 100 marks for the year's work, for practical work in Social Education. Such work could be attempted in the following ways :—

( i ) Work done during the vacation.

( ii ) Work done during the excursions on Saturdays and Sundays in small groups, in activities such as health talks, Safai, survey work, lantern lectures etc.

( iii ) Helping the Regional or City Social Education Committee in various ways.

( iv ) Writing booklets or short lessons for adults.

( v ) Conducting social education centres in the colleges or in the vicinity—each college to maintain at least two centres.

( vi ) If and when occasions arise, they can do social work etc., *viz.*, at the time of epidemics, floods, famines etc.

The above suggestions could be incorporated in the syllabus for short term courses for supervisory staff and special officers,

but more emphasis in this sort of syllabus should be laid on the organisation, propaganda and supervision of the work done by actual field workers. They should be able to give expert advice and guidance to the actual field workers and whenever required conduct demonstration classes, lectures and undertake periodical intensive work to enthuse the workers with the proper spirit and attitude. Since the actual field workers are generally recruited from the cadre of primary school teachers, they should get compulsory and thorough training in Social Education and the ways and methods of organising the primary school as Social Education Centres. It is, therefore, desired that the theory and practice of Social Education should become an integral part of the syllabus for the training of primary teachers. Among the topics to be included in the syllabus the following may be mentioned :

( a ) Aims, objects and scope of Social Education in our country—the development of the new concept of Social Education and its background—A brief history of the movement of Adult Education in India and in other countries—the meaning of adult education in other countries.

( b ) The planning, organisation, administration and implementation of the schemes of Social Education in various States of India with the detailed study of it in the State in which the Training College is situated —the work of non-government agencies.

( c ) Syllabus for Social Education classes and centres—the underlying principles—a comparative study of the syllabi followed in various States—organisation of post-literacy classes and follow-up work—Development of civic sense—Elements of rural sociology, rural economics, health & hygiene and community problems.

( d ) Adult psychology and Principles of Adult Education —Methods of approach to adult illiterates—teaching the fundamentals and giving new information.

( e ) Practical work :

Actual participation in some form of Social Education

work, *viz.*, ( i ) Conducting Social Education classes, singly or jointly,—for literacy work, for teaching crafts, for giving further education. Organising library and reading room facilities and occasional lectures and talks on civics, health and sanitation for the benefit of the village people, ( ii ) Organising recreational activities such as group-games, folk-songs and dances, bhajans and kirtanas, celebration of festivals and so on, ( iii ) Organising health and sanitation squads and village social service units and actually participation in general safai, building roads, repairing wells, helping in agricultural operations, digging compost-pits and so on.

Instead of treating above suggestions as separate and additional aspects of the courses of studies in primary training institutions, steps should be taken to integrate them with other curricular and extra-curricular aspects of the syllabus and credit be given for practical work in Social Education while assessing the year's record of work.

A suitable syllabus for the training of workers as adopted by the Education Department of Bombay ( vide Enclosure IV ) would give an idea about the training courses which could be organised for Social Education Workers and which could serve as basis for further training in this direction.

**5. Organising Social Education Centres and Camps :**

In addition to the selection of workers and providing necessary training for them, the Training Colleges may themselves conduct Social Education centres and camps during vacations for practical training and actual field work. The students and staff of high school classes and colleges may be invited to participate under the direction of Training Colleges. A scheme of Works Camps for Social Education as given by Ministry of Education in pamphlet No. 58, is given in the Appendix VII for guidance. Much useful work was done in C. P. ( now M. P. ) and its Social Education Scheme was accorded a chorus of praise for its remarkable awakening among the rural population. The Education Department of the then Government of C. P. and Berar published in 1949 a very useful pamphlet entitled : *A Handbook*

*for Social Education Camps*. This along with the circulars issued by the Education Departments of Bombay and Madras (vide Enclosures V and VI) would give valuable hints and guidance to the High School and University staff and students for undertaking Social Education work. University authorities, especially, should take up the starting of a People's College or Rural Education Centre on the lines of the Vidyapeeth at Nanjangud started by the Mysore State Adult Education Council.

**6. Conducting Research and Experiments :**

This is the field in which the Training Colleges must necessarily take a lead. The Training Colleges may undertake the study of adult psychology, the various syllabi for Social Education with a view to making them interesting and appealing to the adult students, the follow-up activities, the place of various mechanical (audio-visual) and teaching aids, production of suitable literature, preparation of text-books and handbooks giving hints and suggestions to workers and studies in rural sociology, survey and organisation of experimental rural centres with a view to making them effective community centres. A valuable experiment in Social Education carried out in the State of Kashmir during 1939-45 is described by Shri K. G. Saiyidain in a small pamphlet which gives very useful hints and guidance for conducting labour week in schools.

Every Training College or University Department of Education should run at least one experimental centre on the lines of Danish Folk High Schools or Fircroft established by Tom Bryan. A very interesting experiment has been undertaken in Mysore by starting a Vidyapeeth or People's College at Nanjangud. It is a residential institution where the adults are given a liberal education. The period of instruction is for five months, and the students receive training in practical and theoretical agricultural and also in cottage industries. It also serves the purpose of a training institution for adult education workers. An equally interesting experiment is to be undertaken in a rural area of Kolhapur (Bombay State) under the guidance of one of our eminent educationists, Shri J. P. Naik of the Indian Institute of Education, Bombay.

### 7. Some Criticisms :

It has been held by some that there is no possibility of finding time and energy required for such a comprehensive scheme of training in the already overcrowded programme of Training Colleges.

The B. T. or B. Ed. course as it prevails today is only of one year's duration meant for an average secondary school teacher. Since all the B. T.s or B. Ed.s are not going to be either workers or supervisors of Social Education, it is held by some that the subject of Social Education should not be included as a compulsory part of the B. T. or B. Ed. syllabus. It is suggested that it may be included as an optional paper for theory and practice for those who would like to qualify for Social Education work in future. The Training Colleges for graduate teachers should concentrate only on training supervisory staff and Special Officers who in turn will undertake the training of workers for social education at the primary training institutions. The Training Colleges should take up only the advanced work for guiding and encouraging research in Social Education.

### 8. A Suggestion :

To obviate some of the difficulties mentioned above it may be suggested that every State government should start at least one Training Institute for Social Education where courses for supervisory staff, actual field workers and research and experiments may be followed intensively. Such an Institute may be equipped with expert personnel having the knowledge and experience of Social Education and the thorough training imparted at this Institute will help immensely in accelerating the progress of Social Education. The training courses adopted in such an institution should be carefully planned and organised on short term and long term basis to suit the various categories of Social Education workers.

### 9. Summary of Conclusions :

(i) Training Colleges should play their legitimate part in implementing the Scheme of Social Education and in furthering its progress and giving adequate guidance and direction.

(ii) The main aspects of work which a Training College should tackle are: (a) selection of workers; (b) providing necessary training; (c) Organising Centres and Camps; and (d) Conducting research and experiments.

(iii) Social Education: Its theory and practice, should form an integral part of the courses of studies of Primary Training Institutions and credit should be given for the work at the final examination. Since the actual workers are selected from the cadre of primary teachers, they should get thorough and compulsory training in Social Education.

(iv) The Training Colleges for graduate teachers should provide facilities for short term refresher and vacation courses for the supervisory staff and special officers. Social Education should be introduced as an optional subject in the existing courses for B.T. or B.Ed. and specialized work by way of research and experiments should be organised.

(v) Each Training College should conduct an experiment in running Social Education Centre on the lines of the Danish Folk High Schools or Fircroft or The Vidyapeeth of Mysore.

(vi) It is suggested that every State government should start a Training Institute for Social Education equipped with expert personnel and adequate facilities.

J. K. SHUKLA

*Enclosure I*

Graduates' Basic Training Centre

Principal J. K. Shukla. DABKA (Dist. Baroda),
Date:- 27th August, 1951.

Dear Sir/Madam,

I have the honour to invite a reference to the Minutes of the Meeting of the Executive Committee of the Association of Training Colleges in India held in the Baroda University Buildings on 21st June, 1951. One of the subjects to be discussed at the next conference at Mysore is "Training Colleges and Social Education" and as a convener of the Committee responsible for study and preparation of report on this subject, I request you to let me have your considered opinion and suggestions on the subject and send me relevant papers, views expressed by eminent workers or schemes promulgated in your State and the actual steps so far taken. It will help me a great deal if you let me also have specific information on the following :—

(1) Meaning or meanings of the term "Social Education".

(2) What exactly is the scheme operating in your State regarding Social Education ?

(3) How are workers in the field of Social Education selected ?

(4) What preliminary training is offered to such workers ?

(5) What directions has the Government of your State given in connection with Social Education to the institutions of higher education in your State ?

(6) What practical measures have been adopted by these institutions to carry out the programme of Social Education and with what result ? Please give statistical information where possible.

(7) What part can the Training Colleges play in implementing the programme of Social Education ?

(8) Has your Training College or any other in your State done practical work in this field or imparted prelim-

inary training to workers in the field of Social Education? If so, what is your experience?

(9) What suggestions do you offer for instituting a course of training in Social Education? How can it be best incorporated in the existing state of Training Colleges in India?

(10) In what particulars can the Training Colleges undertake the work of Social Education? Please give details.

(11) Any other relevant aspects that you consider important and are not included in the above.

I shall be very grateful if your reply to the above is received on or before the 15th September, 1951.

Yours faithfully,
J. K. SHUKLA,
Principal.

*Enclosure II (A)*

No. O-D (Social).
Poona-1, 20th October, 1951.

To

Shri J. K. Shukla, Principal,
Graduates' Basic Training College,
*Dabka*, District Baroda.

Your Circular letter dated the 27th August, 1951 regarding Training Colleges and Social Education.

The information required by you is given as under:

(1) The Adult Education Movement launched by Government since 1941 for liquidating Adult Illiteracy in the state has been slowly transferred into a purposeful drive towards what is now called Social Education. Social Education is thus broad-based Adult Education, apart from being merely Adult Education which is more or less synonymous with literacy alone—*i.e.*, teaching of rudimentary knowledge of 3 R's to an illiterate adult, but having within its scope education in civics and communal harmony, in personal and community hygiene, sanitation and in simple crafts also. The dissemination of general knowledge and information about things intimately related to everyday life and cultural and recreational activities form part of the programme in Social Education work. Social Education presupposes an intense yearning in the mass mind for equipping itself with the primary rudiments of culture, intellectual, artistic and spiritual to enable every individual to take his rightful place in a democratic order of Society. In short, Social Education means education which stirs-up the masses from their lethargy and makes a common man perfect in all dealings of a communal life and with various aspects of everyday life—economic, social, artistic, spiritual, etc.

(2) The work of Social Education in the State has been entrusted mainly to three Regional Social Education Committees for Gujarat, Maharashtra and Karnatak. Besides there are City Social Education Committees for Bombay, Sholapur,

Ahmedabad and Poona. There are District Committees to help the Regional Social Education Committees. These committees are generally expected to exploit local enthusiasm by way of personal contact and intensive propaganda in favour of Social Education and particularly to organise more and more Social Education centres in their respective areas and advise Government regarding the various problems closely related to Social Education. The Scheme for Village Libraries and Reading Rooms has also been introduced side by side with a view to preventing a lapse into illiteracy in case of adults newly made literate. Copies of the Rules in force for registration of and grant-in-aid to Social (Adult) Education Classes, Village libraries and Reading Rooms and Home Classes for women and a copy of the Progress Report on Social Education for the year 1949-50 are enclosed for information. The Administrative Report gives sufficient information about Social Education work which is being done in the State.

(3) Any person/Institution, who/which teaches illiterate adults according to the syllabus laid down for the literacy tests for the purpose is registered by the Regional Social Education Committee concerned on his/its application to the effect. Generally most of the Social Education workers come from the cadre of primary school teachers. No special procedure for selecting workers is, however, adopted.

(4) No preliminary training as such is imparted to Social Education Workers. Refresher courses for training workers are, however, organised at Government and Non-Government Training Institutions twice in a year.

(5) The Heads of Government and Non-Government Secondary schools and colleges have been requested to do Social Education Work on the lines indicated in this office circular letter No. 172/221-D (Social) dated the 14th April, 1951 (copy enclosed).

(6) Refresher courses for the training of Social (Adult) Education workers are organised twice in a year during winter and summer vacations at Government and Non-Government Institutions at suitable places by the Heads of the Institutions and Regional Social Education Committees concerned, for a

fortnight. A suitable syllabus for the training of workers has also been adopted, a copy (enclosed) of which will follow separately when ready, would give an idea about the training courses which are organised for Social (Adult) Education workers.

You should approach the Chairman, Regional Social Education Committee for Gujarat/Maharashtra/Karnatak for further details, if any.

Sd/- ILLEGIBLE
for Director of Public Instruction

*Enclosure II (B)*

From Sri B. N. RATH, M.A. (Lond.),
Principal, Radhanath Training College,

Cuttack,

No. 1664 The 25th September, 51.

Dear Sir,

I furnish below the information requested in your letter No. nil, dated the 27th August, 1951 :—

(1) "Social Education" is a type of education by which the individual is helped to become a useful member of the society for which he is given training for psycho-physical development, learning of crafts and building up of right social habits.

(2) The whole State has been divided into a few districts for the scheme of social education and 3 or 4 districts have been combined and put under the charge of an Organiser of Social Education. This organiser is responsible for the opening of Adult Education centres wherever found necessary. Special attention in this respect is paid to the undeveloped areas. Generally the primary schools are the centres of such activities and the teachers of such schools are in charge of the scheme. They are paid a sort of remuneration according to the number of literates that they make (for 30 literates in 3 months, they get Rs. 10/- as remuneration). At the top there is an Adult (Social) Education Officer who controls the work of the district organisers. Besides, there are some officers in charge of different districts who are called "Audio-visual Officers". They show films at the different centres according to the needs of the adults. Now there are 250 centres in the whole of the State for Adult (Social) Education.

(3) According to the needs advertisements are given in newspapers for selection of candidates, the minimum

qualification for a district officer is a diploma-in education. In case of really good social workers, the above condition is relaxed. The Adult (Social) Education officer makes the final selection.

(4) In the beginning workers in this field are given an intensive training which varies from one to two months. Ordinarily they are given ideas on village cooperative movement, on some village social organisation, on village sanitation, on organisation of literary activities in villages and on such other lines. Besides, they learn the methods of teaching the adults quickly and are given detailed instructions as to how to maintain literacy in villages.

(5) The Colleges and schools have been asked to take up the work seriously and it is the general policy of the Government to start such centres in the high schools and colleges and to keep these classes in charge of college or school teachers as the case may be.

(6) Although the direction is there nothing could be done because in the second year most of the classes in the higher institutions were closed down because of the financial stringency in the State and now generally the work is confined to the primary schools in the villages.

(7) The Training College can play its part in the following manner :—

(i) To organise training for the workers in the field of social education.

(ii) To give them advanced knowledge in regard to the methods adopted in other countries in this direction.

(iii) To investigate the field for adult education and to suggest measures to the government as to how the scheme can be made effective.

(iv) To help the Adult Education Officer in the publication of good literature for adult education.

(v) To organise refresher courses.

(8) The Training College of this province gave an intensive training for two months to the first batch of Adult Education officers but, later on, the work could not be continued as the people trained in the training college began to train others in the methods of Adult (Social) Education.

From our experience it can be said that sufficient consciousness about the matter has not been engendered in the minds of the workers and they adopted this line of service not because they are serving the cause of the country by devoting themselves to such types of work but as mere careerists.

(9) The pamphlet circulated from New Delhi (vide Final Report of Adult (Social) Education Committee of the Central Advisory Board of Education, on Adult (Social) Education appears to me to be very sound and if temporarily some more people are added to the Training College staff proper instruction to the workers in social education can be given in the Training College. This course, if it is worked out must be kept separate from the diploma course and more of the time must be spent on field work than on hearing lectures in the lecture theatre.

Yours faithfully,
B. N. Rath.
Principal.

To

The Principal,
Graduates' Basic Training Centre,
Dabka, Baroda.

*Enclosure II (C)*

Jammu and Kashmir Government

No. 14136/E.A.—51 (S.E.)/51
Srinagar, Dated 14-10-51

From
The Director of Education,
Jammu and Kashmir Government,
Srinagar.

To
Mr. J. K. Shukla,
Principal, Graduates' Basic Training Centre,
DABKA (District Baroda),

SOCIAL EDUCATION

SIR,

Please refer to your letter No. nil, dated 27th August, 1951.

The aim of Social Education in this State is not merely the imparting of literacy but also the educating of the masses into the social and economic ideology of New Kashmir. With a view to ensuring success of the scheme as also evoking a satisfactory response from people, generally from rural areas, the scheme had to be broad-based upon the indigenous culture of Kashmir.

For this purpose Social Education practically brings in its domain all aspects of village life. Reply to other querries made in your letter under reply are given *ad seriatim* below:—

1, 2. (Please see above)

3. The Social Education Centres are run by Social workers who are given an honorarium of Rs. 20/- p.m. Such workers are selected from amongst local men who are literate and have organising capacity and wield some influence in the area.

4. To ensure that these centres are efficiently run, the Education Department organises short training courses for these workers, where they are given intensive training not only in the method and technique of adult literacy but in almost every branch of community life. The social Education workers, when they

come up for training, receive specialised training in better methods of farming, rural hygiene, general cleanliness and better and more creative use of leisure.

5, 6 & 7. Nil. But as many as 5600 adults are receiving training in 121 centres in the State.

8. The Teachers Training College, Srinagar, has started a Social Education Centre at Chanpora, a suburban village in Srinagar, where services of pupil teachers are utilised for the benefit of adults. Special emphasis is laid on Adult Psychology while imparting instructions to the adults in this centre. Adult literacy forms a part of curricula of the Teachers' Training College, Srinagar.

9. Owing to lack of funds it has not been possible for this Department to establish a Central Institute for Social Education where Social workers may be given more extensive training. The Department of Education, however, contemplates to establish an Institute for the purpose when funds are made available by the Government of India under their 2-and 5-Year Plans of Social and Basic Education. It is intended that a Central Institute be established where social workers could be given a 9-months extensive training and the syllabi, *inter alia*, will comprise, Rural Economics, Agriculture, and other useful Arts and Crafts.

10. Role of Audio-visual Education in disseminating literacy cannot be over-stressed. Audio-visual aids can very successfully be impressed into service, for, it is an admitted fact, the most successful and quickest way of imparting literacy is Audio-visual aids, in as much as 70% of the people, as Dr. Bruno Fust, an American Psychologist puts it, are eye-minded, 20% are Ear-minded and the rest 10% Motor-minded. Hence its importance in adult literacy.

Sd/- ILLEGIBLE,
Deputy Director of Education,
Kant, 29-9-'51.

*Enclosure II (D)*

No. 934 of 1951-52.
S. M. T. T. College, Kolhapur,
25th September, '51.

To

Principal J. K. Shukla,
Graduates' Basic Training Centre,
DABKA (Dist. Baroda).

Sir,

With reference to your letter of 27-8-'51, on the subject of Social Education for discussion at the next conference of Training Colleges in India, I have the honour to give the following replies to some of the questions mentioned in your letter.

(4) There is no special training offered to workers though the subject is discussed with teachers under training in Training Colleges.

(5) Every Educational institution in the Bombay State (Secondary or Collegiate, Government or aided) is exhorted to start at least one Social Education Centre within its premises and that the teaching personnel and the pupils thereof are actively reminded by the managements concerned of their moral duty in the matter of Social Education towards their illiterate adult sisters and brothers in the neighbourhood. The personnel concerned should be informed that the work of running the S. E. Centre (for purposes of making illiterate people under the age of 45 literate) has to be undertaken by them as a part of their extra-curricular activities and that the work of running a social education centre devolves upon them as a moral obligation.

(7) The College should organize a regular class for educating adults so that training in leadership of social education work can be imparted directly to the teachers under training.

If this is not possible or convenient, regular visits to social education classes in the vicinity of the college should be arranged so that teachers under training contribute their quota in

sharing the work. Members of the social education class may as well be invited to attend the training college on special occasions such as filmshows, lantern lectures, variety entertainments, exhibitions or gatherings etc.

( 8 ) The College organized a class for social education in Aug. 1950. In the beginning there was a good deal of enthusiasm aroused among adults on account of filmshows, magic lantern lectures and other items of interest but later on attendance fell down considerably due mostly to the difficulty of finding a common time suitable to all the adults in the class.

According to Prof. Humayun Kabir, Joint Secretary, Ministry of Education—Social Education comprises not only literacy but also training in community living which includes :

( i ) Knowledge and practice of better standards of health, improvement in ( ii ) Home hygiene and ( iii ) Economics, ( iv ) Social obligations and responsibilities and ( v ) Provision of varied facilities for games and recreation.

Training of a social worker, therefore, must be broad-based so as to enlighten him on all the above aspects.

There is no possibility of finding time and energy required for such a comprehensive scheme of training in the already overcrowded programme of training colleges.

Training Colleges should include the theory of Social Education and its organization in its course of studies and some practice lessons with social education classes should be arranged and counted as a part of practice-teaching.

( 10 ) Training Colleges can help to create and maintain a healthy atmosphere for promoting social education by organising suitable debates, lectures, dramatic performances etc. They can also organise seminars and camps during vacations when they can undertake a bit of social education work.

Yours faithfully,
S. R. Bhatt.
Principal.

1. It implies literacy as well as education in general of the adults with regard to their rights, duties and responsibilities in the social set up of the day. It also includes the problem of raising their standards of living and behaviour in the society at large.

2. The Government will tackle this problem in connection with the Adult Education Scheme through the Education Department for which they have appointed an Inspector, with assistants, staff and an office. They carry out literacy campaigns, lantern lecture programmes and form reading-rooms and clubs in different centres in the city as well as districts.

The Osmania University has also started a Social Service Extension Scheme. The Faculties of Education, Agriculture, Medicine, Engineering, Veterinary Science, etc. have been doing work in this connection.

3. Workers are selected from among the members of the University staff and students in the various Faculties.

4. No training to start with. But after some adults in a centre are properly educated, they are given the opportunity of undertaking the literacy campaign in their own village.

5. No special directions, except including civics as a part of the curriculum at the higher secondary level.

6. The University has undertaken the literary work and training the villagers in better methods of living, etc. as explained in ( 2 ) above.

7. The Training Colleges can include social educational topics as a part of courses in Educational Psychology and Principles of Education. They can also give special training to teachers intending to become social workers by starting short courses. In so far as literacy campaign and the general education of rural adults are concerned, social education could be included as a method under optionals for methodology, with practice as a compulsory part just like the other subjects of methodology.

8. Two teachers who had completed their B. Ed. last year deputed to take up the Adult Literacy Work in connection with the Social Service Extension Scheme started by the University (para 2 above). The experience is very hopeful and the work turned out has been very successful and encouraging.

9. As explained in (7) above, the Training Colleges can adopt three methods:

(a) Including Social Education in theory as a necessary part of papers in Educational Psychology and Principles of Education.

(b) Starting short training courses during summer vacations, etc..for a selected batch of workers, preferably teachers trained beforehand.

(c) By adopting Social Education and Literacy work as an optional method and giving practising opportunities for pupil teachers on a compulsory basis just as in the other subjects of methodology. The practice could be held in social reconstruction centres and Associations that are formed in the various parts of the city now a days.

10. Mainly Adult Literacy work and group psychology lessons.

11. Publication of suitable reading material for the rural adults and general public on civics and social matters may also be undertaken by teachers and students of Training Colleges.

Mm. AHMAD ALI KHAN,
Dean, Education,
Osmania University, Hyderabad.

*Enclosure III*

The twelve-point programme indicated by the Hon'ble Minister for Education, Maulana Abul Kalam Azad at a Press Conference held on May 31, 1948. :—

(1) The village school will be a centre of instruction, welfare work, sports and recreation for the entire village.

(2) Separate times will be allotted to children, adolescents and grown-ups.

(3) Certain days in the week will be reserved exclusively for girls and women.

(4) A number of motor vans fitted with projectors and loud-speakers are being secured to visit the village schools. Films and magic lanterns will be shown and recording of talks played. It is proposed that each school will be visited at least once a week.

(5) Schools will be provided with radio sets and arrangements will be made for broadcasting special programmes for school children, adolescents and grown-up people in the light of the scheme of Social Education sketched above.

(6) Popular dramas will be organised in the schools and from time to time prizes given for the best plays produced.

(7) There will be provision for teaching national and community songs.

(8) Arrangements will be made for giving simple instruction in some craft or industry suited to the locality.

(9) Lectures will be arranged in co-operation with the Ministries of Health, Agriculture, and Labour to instruct villagers in the simple laws of Social Hygiene, methods of Agriculture, Cottage industries and Co-operative activities.

(10) In co-operation with the Ministry of Information and Broadcasting, suitable films and slides will be shown

from time to time. Arrangements will also be made for visits of public men to speak to the villagers on problems of national importance. The help and assistance of public bodies interested in constructive work will be invited to give effect to the programme of Social Education.

(11) Arrangements will be made for organising group games. Competitions will be held from time to time between different schools and villages.

(12) Periodic exhibitions, fairs and excursions will be organised.

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*Enclosure IV*

Director of Public Instruction,
Bombay State, Poona.

**Syllabus for the proposed Training Course for the Teachers (Workers), for Social (Adult) Education.**

1. *Introductory :* The handicaps of illiteracy and ignorance. Importance of Social (Adult) Education in our present day life.

Are the adults really indifferent to their education ? The Adults' point of view—their practical difficulties and how they can be overcome. Mere literacy is not enough : Why ? The concept of Social Education—the place of literacy in it—the need for revising our angle of approach.

2. *The historical background :*

(a) The present position regarding literacy.

(i) The percentage of literacy—in India, in the different Provinces and States and in the locality concerned, according to the last census, the slow rise in percentage—the time that would be required to make all people literate according to this rate ! While the percentage may increase slowly, the total number of illiterates is also increasing with the growth of population.

(ii) The comparative percentage of literacy in other countries, Western and Asiatic. How did they increase their percentage ? Examples of some recent and outstanding achievements in this field *e.g.* Philippines, Russia, Turkey, Mexico.

(b) The magnitude of the task before the adult education workers and the inadequacy of the methods so far adopted—the number of people to be made literate—in India, in the Bombay Province, in the district and the locality concerned.

( c ) *The Standard of Literacy :*

( i ) Different definitions of literacy ;

( ii ) The usual census standards;

( iii ) The unreliability of that standard.

( iv ) The standard which should be maintained in the classes.

( d ) A broad outline of the literacy movement in other countries—What can India learn from these experiments?

3. *The present position of adult education in India :*

I. Schemes of Adult Education drawn up in the Provinces and by the Centre.

( a ) A general idea about the suggestions made by the Adult Education Committee of the Central Advisory Board and the decision of the Government of India in this connection.

( b ) Adult Education in the Bombay Province :

( i ) Regional Adult Education Committees and the scope of their work, the amount so far spent on adult education, the number of classes conducted, the number of adults attending and the number made literate, the present budget of the Regional Committees in broad outline—the progress of adult education under the different schemes.

( ii ) The Bombay City Adult Education Committee —scope of its work—the number of adults made literate, etc.,

( iii ) The Scheme of Library Organization—the Central library—the district library—the taluka library and the village library—How to enrich it and put to best use—the " Library posts. "

( iv ) Adult Educatiton on a higher level—for whom it is meant.

( v ) The Workers' Literacy Boards of the Labour Welfare Department.

(vi) The new outlook in Adult (Social) Education—proposals of the Adult Education Conference held last year.

(c) How Adult Education is progressing in other Provinces and States—the various schemes launched and the results *e.g.* the Social Education drive in the Central Provinces, Social Education under the Delhi Municipality etc.,

II Some agencies working in the field:

(1) The Indian Adult Education Association—its work.

(2) Bombay Presidency Adult Education Association.

(3) Jamia Millia (Delhi) Adult Education Association, etc.

4. *The Administration of Adult (Social) Education in this Province.*

(a) (i) A broad outline of the working of the Regional, District and City Social Education Committees;

(ii) The local Committees—the scope of their work—What advantage can the workers take of these?

(iii) The organisation of work in compact and non-compact areas—the Special Officers and their duties.

(iv) Adult Education workers—their qualifications, selection and duties.

(v) The various grants made to classes; preparation of bills etc.

(vi) Periodical returns and reports, their significance and the need of filling them correctly and submitting them in time. Instructions for filling up returns and writing reports.

(vii) Supervision of Adult (Social) Education work—Its importance—dangers of leakage and fictitious returns—need for vigilance.

(b) Working of the Bombay City Adult Education Committee—the officers: The Special Literacy Officer,

the Deputy and Assistant Literacy Officers—the supervisors—their duties—the organization of Adult Education Week etc. "The New Approach" (in the case of training classes for the Bombay teachers).

5. *The contents of the course for adult education classes.*

( a ) The old syllabus of Three R's—its limitations. Why has mere literacy proved inadequate? How the uneducated literate may prove a menace to democracy —(concrete illustrations that would appeal to them should be given).

( b ) The broader concept of Adult Education as "Social Education": Scope and contents of the syllabus in School Education".

( i ) Civics Education: What does it include; how democracy functions; relation of the individual to society, meaning of citizenship, the adults' duties and rights as a citizen; general acquaintance with the working of the state,—the adult franchise and the meaning of the vote—how the Government is responsible to the public.

Some elementary knowledge of local history, geography and Social conditions; faith in the possibility of improving these conditions.

( ii ) Health Education—knowledge of and respect for laws of personal and public health—some wrong traditional beliefs about health and disease—clean and healthy living—food values —ventilation, disposal of refuse, drainage, undue emphasis on certain rituals of personal cleanliness side by side with ignorance of and indifference to, simple laws, social health. How to train adults, in clean and healthy living and teach them to keep their homes and surroundings clean and thus to make community life more pleasant and enjoyable.

( iii ) Education for communal harmony; Principles

of decent civilized living, with special emphasis on respect for all religions and tolerance of differences. The qualities of "good neighbourliness"—gradual extension of the meaning of "neighbourhood" in modern times : "One World" idea. How to train adults to organise the economic and social life on a co-operative basis and enable them to realise their responsibilities for social and national security.

(iv) Recreational and cultural facilities : their place in Social Education—How to provide and organise them with special reference to the locality.

(v) Training in simple craft work—the local crafts —the possibilities of improving general efficiency—taking help of local artists and artisans for training adults in simple crafts. How to secure their co-operation and make the best use of local talent and material.

(vi) General knowledge about every-day topics—Elementary and useful knowledge about the modern world with special reference to India, the province and the district, *e.g.*, the interdependence between the town and the village and between India and other countries. Selected and significant stories from Indian History illustrating life in various periods with special reference to the struggle for independence. Changing currents in the social, economic and political life (presented simply and concretely) so as to instil in the adults a faith in themselves and in the future of their country. Creating interest in the affairs of the State—its programme of development and social reconstruction, the combating of anti-social activities and movements like corruption and black-marketing.

(vii) Syllabus in Literacy.

(viii) The scope of these different items and the object of introducing them. Their role in making the centres more useful and attractive, the danger of over-doing or making instruction too ambitious.

( c ) Precautions necessary for making this programme a success: approach should be from the genuine interests of adult and the workers should build his education on the foundation.

d ) A bibliography of the source material for dealing with the new aspects of the syllabus.

6. *Organization of the Adult Education work at the Social Education Centre :—*

( *a* ) *The Three Stages :—*

( i ) Provision of Social Education at literacy centres.

( ii ) Provision for post-literacy courses; consolidation of the previous work—developing further capacity and interest in reading and appreciation—choice of suitable literature—Social Service Camps—their organization and use for rural uplift work.

( iii ) Continuation work. How the adult education workers can undertake this? The village libraries, how to make use of them for post-literacy work. Use of newspapers and wall-sheets and books and periodicals specially meant for adults, published by the Regional or City Committees.

( b ) ( i ) The need for propaganda, the various types and agencies of propaganda, the importance of following up propaganda immediately by practical work—Propaganda after the enrolment in the class, and in the villages to convince them of the advantage they would get by co-operating with the Social Education Centre.

( ii ) Enrolment of adults—creating incentives for

them to attend, how to win and retain their interest.

(iii) Organizing trips and arranging exhibitions.

(c) Where and when to hold the class—adjustment of the timing according to the local needs—arrangement for light, etc.

(d) Supply of equipment—keeping stock-register and accounts—making the maximum use of the material that can be made available locally—proper distribution of the material among the adults.

(e) Proper use of the equipment grant.

(f) The Test—its object—the teacher's attitude to it—Co-operation with the examiner—not discouraging the adults who fail but encouraging them and making up their deficiency.

7. *Adult Psychology and Principles of Adult Education:*

(a) Aim of Adult Education: Training for good citizenship, healthy living, culture and inter-communal harmony.

(b) The importance of understanding adult psychology—Are the adults really reluctant to learn? If not, what is the apparent indifference or aversion due to? How to overcome it?—Adult not an enlarged edition of the child—the inadvisability of adopting "School master's attitude" or methods of teaching children—the adult student to be treated as a colleague and friend by the teachers: with sympathy and understanding—the various groups and types of adults with their differing intelligence, temperament, occupations and aptitudes which must be taken into account—some distinctive mental and emotional traits of the adult—different incentives for learning in the case of different adults—as a parent, as members of his family, as a worker, as a citizen—how to secure the attention of the adult; his cares and worries, his needs—physical and psychological—the special needs of women in the field of adult education—the various

approaches possible in adult education—the process of adult learning: retention and association—how he differs from the child in this respect—his control over his movements—his practical experience and how to make use of it in teaching—fatigue—intellectual differences among the adults—the need for repetition and providing additional material for those who are advanced intellectually.

(c) The non-partisan character of adult education—not meant for party propaganda. The adult education worker is a social worker first and last.

8. *The methods of imparting literacy to adults:*

The different methods in use—the Laubach method—the word method to sentence method—the phonic method—beginning with sound—the visual method, etc., as adapted to adult education with special reference to the characters of the language to be taught—use of songs and Bhajans and games—the use of black-board—use of charts and diagrams for imparting literacy as well as social education—possibility of learning alphabets through games—the place of discussion—use of local material—local libraries—use of text-books, reading cards, news sheets—wall charts, single page books, etc., in adult education classes. Use of visual aids—"Make your home literate" campaign—preparing school students to teach their parents and relatives.

9. *Class management:*

The daily routine—a model timetable—how to check irregularities of attendance and persuade adults to come to class—how to overcome fatigue by changing the programmes.

10. *Practical work:*

(a) Survey of a small selected area with special reference to one or more of the following:

( i ) The population—literate and illiterate adults—the number of children of school-going age attending and not attending school—the reasons for non-attendance.

( ii ) The educational facilities available in the area—the number of schools and social education

centres—local fairs—the bazar days, etc., and the type of social work that can be done there.

( iii ) Conditions of sanitation, drainage, etc., and the possibility of improving them.

( iv ) The incidence of disease—its probable causes —the possibility of removing them.

( v ) The local arts and crafts—the local crops and agricultural and other marketable products—the raw materials available—the use made and the possibility of putting them to better use.

( vi ) Local customs and habits—special features, if any.

( vii ) How the villagers spend their time during the working season and the off-season—their routine time-table.

( b ) Training in actually conducting a literacy class at the Social Education Centre. Demonstrations of various methods.

( c ) Training in conducting discussion groups—popular talks, use of news sheets, etc.

( d ) Training in the conduct of indoor and outdoor games.

( e ) Singing Bhajans, etc. or playing on musical instruments, if possible—organizing other recreational activities.

( f ) Preparing charts, diagrams, pictures, wall news-sheets, etc.

( g ) Reading in the library—study of books suitable for adults and study of books on the methodology of adult education.

*Note :*

It is not expected that all this can be done in one refresher course. But this rather exhaustive list has been drawn up so that useful items may be selected by the conductor of the course to suit local circumstances and in future refresher course, items not previously dealt with may be selected. Special stress should however be laid on contents of the course, organization of social education work and the methods to be used.

*Enclosure V*

Director of Public Instruction,
Bombay State, Poona 1.

No. 172/221-D (Social),
Poona-1, 11th April, 1951.

To

All Educational Inspectors.

All Inspectresses of Girls' Schools.

Subject :—**Social Education.**

Enquiries are made by Heads of Educational Institutions (Secondary and Collegiate) as to the manner in which they could help in the Social Education Drive which Government have in view. It is difficult to suggest definite lines of action that would suit all institutions, but broad outlines of the Social Education activities are given which may be adapted suitably according to facilities available.

The following activities are generally associated with the Social Education Centre :

( i ) Conduct of a Social Education Class with a view to making adults literate.

( ii ) Conduct of Home Classes with a view to making the illiterate members of one's family or the neighbours literate.

(iii) Maintenance of a wall newspaper with a view to enriching the general knowledge of literate adults and affording proper reading material to the new literates to enable them to keep up their literacy.

(iv) Maintenance of a small library or reading-room equipped with easy and interesting books and a few newspapers suitable for rural areas and for new literates.

( v ) Organisation of recreational activities such as Bhajans, songs, ballads, dialogues, etc.

(vi) Organisation of Group-activities with a view to providing health entertainment.

(vii) Lectures for the benefit of the rural population in the regional language on Health, Hygiene, Sanitation, Better Agricultural methods, co-operative movement etc.

The institutions desiring to help in the Social Education drive may do so in one or more of the following ways :—

( 1 ) The institution as a whole may conduct a social education class; a recreation club and/or a reading-room and the students of higher standards or Colleges may be encouraged to do so at suitable places.

( 2 ) A village or two may be selected where some of the above activities may be carried on by the students and members of the teaching staff of the institution.

( 3 ) If there are social education centres conducted by other associations or educational bodies, in the town or village, the students and the teachers may interest themselves in such classes, pay visits from time to time and assist the centres in taking up wider educational programmes such as talks on subjects like social and personal hygiene, co-operation, civics, reading out simple instructive stories to adults, organising recreational programmes undertaken by them in their own institutions, organising group games, etc.

( 4 ) Students may take up individual adults in the family or neighbourhood and make them literate, under the guidance of the Principal or the members of the staff.

The above are a few suggestions which can be multiplied and adapted to suit the requirements and the Secretaries, Regional Social Education Committees, Belgaum, Poona and Surat may be approached for further help and guidance.

The Educational Inspectors and Inspectresses of Girls' Schools are requested to supply copies of this circular to the Heads of the Secondary Schools in their respective regions and the work of Social Education done by Schools should be brought to my notice.

Sd/- ILLEGIBLE,
for Director of Public Instruction.

No. 172/221-D ( Social ),
Poona-1, 14th April 1951.

Copy forwarded to the Principals of Arts and Science and Secondary Training Colleges with a request for carrying out such Social Education Work as is possible for them. Government attaches very great importance to this aspect of their educational programme.

Sd/- ILLEGIBLE,
for Director of Public Instruction.

To

The Principals of Arts, Science and Secondary Training Colleges.

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No. 172/221-D ( Social ),
Poona-1, 14th April, 1951.

Copies forwarded W. Cs. for information

Sd/- ILLEGIBLE,
for Director of Public Instruction.

The Chairman, Regional Social Education Committee for Maharashtra/Gujarat/Karnatak.

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*Enclosure VI*

The Government Social ( Adult )
Education Training Camp, Madras.

## A Scheme of Social Adult Education Through University Students

*The Aim :*

The aim of the scheme of Social Adult Education through University students is two-fold. Firstly, it is the spread of literacy and useful knowledge among adults. Secondly, the aim is to enable the future leaders of India to know real India, the Village, intimately. This scheme will help the University student know the common man and his lot with sympathy. The ultimate effect of this scheme on students will be " the higher the education the nearer the village. "

*The Scheme :*

Students in every Art, Professional and Training College in Madras State may form themselves into a Social Service League and elect a student Leader and Deputy Leader. The Principal will be the ex-officio President and Treasurer. The Leader and Deputy Leader will assist the President in conducting the activities of the League usefully.

The League shall have for its object the making of a literate India in the quickest possible time. To this end the members will first make their own homes, inclusive of servants, literate. The League will organise for the benefit of its members training courses on the quick methods of adult literacy, run adult education centres under its auspices and encourage members to do adult literacy work in villages individually and in groups during vacations. Wherever possible, an Everyday Science Exhibition may be organised in villages and information and cultural talks given. Monthly holidaying in villages and literacy marches by members may also be organised when propaganda to create an atmosphere in favour of literacy effort by the grown-ups may be done. Members will strive to teach by turns in a local social adult education centre run by a trained teacher. Assuming

that an adult school in a town works for 5 days in a week 20 willing college students may teach in it by turns, so that 4 of them would teach on any one day for an hour and a half. By this arrangement a student would do adult literacy work only once a week.

A Workers' Register may be maintained at every Social Adult Education Centre showing:

1. Date
2. Serial Number
3. Age
4. Calling (*i.e.* College and class)
5. Local Address.
6. Time spent in teaching From.......To.......
7. Signature.
8. Remarks.

*League Corner :*

A Social Service League Corner will also be maintained by the members. This corner will be a room or other apartment in the college where a Students' Social Service Exhibition will be organised with charts, reading sheets, wall newspapers, pictures, photographs, slides, original essays for the use of the new literates, general essays of interest to the villager etc. prepared by members.

*Roll of Honour :*

A Roll of Honour showing the names of members who have done meritorious service in the field will adorn a prominent place in the exhibition.

*Funds :*

The League will raise its own funds through donations, entertainments and mutual subscriptions. A Social Service League fee of annas four per term may also be collected from students along with the usual fees.

*League Journal :*

A Students' Social Service League Journal entitled 'Down with Illiteracy' may be published as a quarterly to exchange thoughts and experience in the field among the members.

*Flag of Honour :*

An inter-collegiate competition may be run in this field during vacations and a Flag of Honour and regional rolling

shields instituted. Individual records will find mention in the certificates issued by Principals.

*Preference in Government Service :*

Such individual records may be valued by Government for employment in public offices as a preferential qualification.

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## A Scheme for Works Camps for Social Education

Under the auspices of the UNESCO, International Works Camps have been utilised for Educational reconstruction of areas devastated during the last Great War. With certain modifications, we can use the same principle in educating our masses in the rural areas. Where refugees have been concentrated in large camps, it would be easier to work the scheme but even otherwise the scheme can, with suitable adaptations, be utilised.

The object of such a scheme will be threefold :—

( 1 ) It will aim to make illiterate men and women literate ;

( 2 ) It will aim at giving the adult education in citizenship and community living ; and

( 3 ) It will aim at educating their emotions through community recreation.

For ( 1 ), a simple method which will take account of the fact that the adult though illiterate is mature and, in many cases, intelligent, will have to be used. It is proposed that he will be taught :—

( a ) to read simple printed material and perhaps in the later stages, a weekly newspaper or magazine ;

( b ) to write his full name, names of his relatives, villages, tehsils and districts of his relatives as well as simple letters, addresses on letters, filling up money order forms and reading printed receipts etc. ;

( c ) to count upto 100 and to do simple sums of addition, subtraction, multiplication and division also to have some knowledge of measures and weights and money in common use.

For ( 2 ), it will be necessary to give the adult

( a ) a simple knowledge of history and geography of the country ;

( b ) some knowledge of hygiene and sanitation, including value of proper food, clothing, housing and how to

avoid disease, purification of water, and maternity care and welfare of children ;

( c ) some instructions in Agriculture, including the proper use of land, the importance of water and sun-light and methods of improving cattle ;

( d ) suggestions for economic improvement, by the introduction of new crafts or better technique in existing crafts as well as the introduction of dairy, fruit or vegetable gardening ;

( e ) teaching in citizenship, including value of co-operation, necessity of toleration, the importance of the vote, the village panchayats, local bodies, district councils, duties of the citizens to the State etc ;.

( f ) some teaching in universal ethics, with special emphasis upon the necessity of toleration of one another's differences in a democracy.

The third objective will be realised through—

( a ) sports, *i.e.* play, akhada, swimming and other athletic competitions ;

( b ) drama, dance and music by individuals or groups ;

( c ) talks, kathas and recitation of poetry and other recreative activities ; and

( d ) use of radio and film, wherever possible.

The above objectives will be realised through Camps established at suitable centres in each District. The Central Provinces have a scheme of opening four camps in each Tehsil, with one Director and ten volunteers. According to the C. P. scheme, the Director will be nominated by the Divisional Superintendent of Education and the volunteers must satisfy prescribed conditions, of which the most important are :—

( a ) A volunteer should have passed the 7th Class Examination ;

and

( b ) He should not be less than 16 years of age.

The Camps in C. P. are located in schools and have a duration of five weeks. Each Camp is required to arrange for its food with the help of a cook and a watchman. The Director

is in sole charge of the camp and has absolute authority over every member. The daily routine is made out from 5-30 a.m. to 10-30 p.m. with a break of 1½ hours between 12-30 to 2-00 p.m. and another of ½ hour between 4-30 to 5 p.m.

It is for every Province to decide what the duration and the size of the Camp will be, but it seems that five weeks is not enough for the end in view. The minimum period should be about eight weeks as it could not be possible to impart permanent literacy in a shorter period. 11 is convenient size but when the population is dense, Camps may be larger, but in no case should they be more than 25. The leader of the Camp should be a Professor where the volunteers are College students and a teacher of a school where the volunteers are school students—

The activities of the volunteers in each camp will include—

(1) Literacy drive,
(2) Lectures,
(3) Forums,
(4) Book talks, and
(5) Organisation of Recreation.

Such activities will not only help the adult illiterates but will be perhaps of even greater value to the volunteers as it will give them training in public speaking, organisation and development of leadership and initiative.

The cost of the scheme will vary from Province to Province. If the Government can find accommodation free of cost and the villagers contribute something in kind towards expenses of food etc. of the Camp workers, the cost of the scheme with voluntary workers will be nominal and should not exceed a couple of thousands of rupees. This money will be spent for newspapers, kerosene, books for just-literates, travelling expenses and cost of material etc. A camp of 25 can educate about 500 people in a period of about eight weeks.

(Ministry of Education, Pamphlet No. 58, Pp. 10-12)

*Enclosure VIII*

## The Training of The Adult Educator

*Objectives of Training*

If the function of the adult educator is conceived to be the promotion, stimulation and integration of adult educational activity, the objectives of his training should be to develop in him knowledge, skills and attitudes necessary to the successful performance of his function. Specifically, the training of the adult educator should aim at ( i ) imparting knowledge in regard to the history and philosophy of adult education, psychology of the adult, and sociology of the community ; ( ii ) inculcating the belief that the individual is of surpassing worth, that the human mind can be trusted and set free, and that there are no rights without duties, no freedom without responsibility; and ( iii ) developing skills involved in dealing with men at meetings, interviews, conferences, and discussions, and in effective communication through the medium of speech and writing.

*Selection of Trainees*

The objectives of training can be successfully realized only if the trainees are carefully selected. The considerations that should weigh in selection are: ( i ) the selectee is not too old to benefit from training, nor too young to be lacking in maturity and experience ; ( ii ) the selectee possesses the bachelor's degree as the minimum educational qualification; ( iii ) the selectee is in sound physical condition, and seems capable of bearing strenuous responsibilities ; ( iv ) the selectee is psychologically of the right type, *i.e.*, he is sociable, uninhibited, interested in adult education, capable of assuming leadership rôle, and free from pathological traits.

*Programme of Training*

In consonance with the objectives of training, the programme of training should consist of two parts: theoretical

concerned with instruction in body of knowledge; and practical concerned with development of attitudes and skills. Training in the theoretical part should consist in the study of the following three papers:

*Syllabus of Training*

PAPER I: HISTORY AND PHILOSOPHY OF ADULT EDUCATION

Syllabus: (i) Meaning of adult education; its significance. (ii) Functions of adult education. (iii) Selected forms of adult education in the West: England, workers' education and tutorial system; Scandinavia, folk schools and co-operative movement; U.S.A., Americanization, university extension; U.S.S.R., political education and literacy movement; China, Yen's mass education movement; Nova Scotia, extension movement; Mexico, "each one, teach one" programme. (iv) Beginnings of adult education in India: literacy campaign of 1937; post-independence activities. (v) Administrative aspects of adult education.

PAPER II: PSYCHOLOGY OF THE ADULT

Syllabus:

(i) Nature of aging process: sensory functions; height and weight; body proportions; tissue proportions; morbidity and mortality; motor functions. (ii) Adult intelligence: nature of intelligence; adult intelligence in relation to vocabulary, information, speed; adult intelligence tests; mental deterioration and senescence. (iii) Adult learning; nature of learning; adult learning and factor of speed; law of effect, nature of reward and inefficiency of punishment: law of practice. (iv) Adult interests: volume of interests; shifts of interests in relation to loss of speed; development of interests; hobbies. (v) Adult attitudes and personality: nature of attitude; meaning of personality; techniques of measurement of both; reliability and consistence of attitudes of adults; personality adjustment and age; job satisfaction and happiness. (vi) How adults read: physiology of reading; factors in readability; measurement of readability; preparation of reading material.

PAPER III : SOCIOLOGY OF THE COMMUNITY

Syllabus :

( i ) Geographical background ; area and natural regions ; land, types and utilization ; climate and rainfall ; forests and mineral wealth. ( ii ) Population characteristics ; distribution of communities ; ratio of rural to urban, of male to female ; age distribution ; average size of family. ( iii ) Economy ; distribution of occupational groups ; agricultural problems, fragmentation of holdings, water-supply, indebtedness ; industries, labour conditions and wages, communication and transport, marketing and consumption ; professions. ( iv ) Social institutions ; family and its problems, joint holdings, birth-control ; school, problem of curriculum, adult education ; religious institutions, trusts ; health and medical services ; welfare and recreation ; politics and government. ( v ) Community organization ; community identification ; aims of organization procedure ; community projects ; community conflicts ; community leadership ; community organization and adult education.

LABORATORY COURSE IN METHODS AND TECHNIQUES OF ADULT EDUCATION.

Syllabus :

( i ) Surveying ; interviewing ; preparing and using questionnaire ; case work. ( ii ) Forum ; discussion group leader ; panel ; conference ; group work. ( iii ) Audio-visual aids ; film strips ; moving films ; radio ; gramophone ; epidiascope ; magic lantern ; popular arts.

*Evaluation of Training*

The extent to which a selectee has benefited from the programme of training should be adjudged on the following basis : ( i ) a written examination in the three theory papers, each paper to carry a hundred marks ; ( ii ) periodical ratings, given by two independent judges, of selectee's progress in methods and techniques of adult education ; the ratings to be supplemented by objective type examination ; the weight of ratings

and examination to be equal to two hundred marks; and (iii) evaluation of the project by a board of three examiners, the average mark being awarded out of a hundred. The sum-total of a selectee's marks out of a maximum of six hundred should be used for placing him in an appropriate division.

RAJ NARAIN

## APPENDIX No. III

### Organisation of the M. Ed. Course

We carefully examined the Report presented to the First Conference of Training Colleges, 1950, by the Special Committee on M. Ed. Course in the light of the existing M. Ed. (or M. A. in Education) Courses in India and British Universities and make the following recommendations for the consideration of the Second Conference of Training Colleges, 1951:

| **Recommendation made by the Special Committee** | **Our Recommendations** |
|---|---|
| 1. *Admission:* The examination for the degree of M. Ed. should be open to a candidate who has after graduation passed the B.T., B. Ed., L.T. or an equivalent examination held by a State Government or by any recognised University of India, but preference should be given to those who have, in addition, put in a year or more of teaching. | (1) We are of opinion that a candidate must have *at least two years'* teaching or administrative *experience* after his passing B. T. examination before he is admitted to the M. Ed. course. No age limit should be included in the rules; nor should they deny admission to those who have not secured at least a second class in any degree examination passed by them. |
| 2. *Duration of the Course:* Should be at least one academic year for those students who do the course on full-time basis. A full-time student is one who attends the College for not less than 4 hours per working day for the purpose of lectures, tutorials, practical and library work, and who is not employed. | (2) This recommendation may be accepted. It is true that the usual tendency in England at present to make M. Ed. or M.A. (Education) a two years' course after diploma in Education for full time students and a three years' course for part time students. But it will not be possible to adopt these policies in India at the present time. |

3. *Papers, Research and Viva Voce:* The M. Ed. Examination should be

(i) Partly by papers and partly by dissertation; or

(ii) entirely by thesis.

The M. Ed. Examination should not be entirely by papers.

It should also consist of a *Viva Voce* taken on (a) Practical work and (b) Theme of dissertation or thesis.

(3) We agree with the Special Committee that the M. Ed. examination should not be permitted by papers only and that every student for the degree should be under an obligation to carry out an original investigation (dissertation) on some educational problem. The rules should provide that the subject of the investigation should be got approved by the appropriate university authorities in good time. We do not however, think that a *Viva Voce* examination should be obligatory in the case of dissertation on account of the practical and administrative difficulties involved in it and its financial implications. In the case of theses, however, *Viva Voce* examination may be held where the examiners feel it to be essential for the elucidation of any point connected with the investigation.

4. *Aims of the M.Ed. Courses* are (a) training in research techniques, (b) creating personnel for the staff of training colleges, and higher posts in education departments, etc., and (c) creating experts for specialised branches of education.

(4) These may be accepted.

5. *Papers* : In the light of the above aims, the Committee suggests the following orientation regarding papers for the examination :—

*Compulsory* :

Paper I—Advanced Psychology of Education and Educational Sociology (including a course of Practical work)

Paper II—Philosophy of Education.

Paper III—Development of Education in Modern India and Comparative Education of India and two other countries.

*Optional*

Paper IV—(a) Experimental Education, and Educational Statistics,

or

(b) Administration of Education and Inspection of Schools,

or

(c) History of Education.

In addition to the above four papers (of three hours each) a dissertation on an educational topic, practical work in experimental psychology and *Viva Voce* should be an obligatory part of the examination.

(5) There should be two *compulsory papers* as follow :

Paper I—Educational Psychology and Sociology.

Paper II Problems of Indian Education studied from the historical and comparative points of view. For instance the problem of adult illiteracy should be studied with reference to the history of the attempts made in India so far to liquidate mass illiteracy and similar attempts made in countries like Turkey, China, Philippines, U.S.S.R. etc. The University should prescribe *six* problems for such detailed study every two or three years.

In addition to these two compulsory papers every student should be required to choose any *one* of the following *six* subjects in every one of which he will have to appear for *two* papers :—

(1) *History of Education* :

Paper I—History of Education in Western Countries from the days of Rousseau.

Each paper should carry 100 marks. The dissertation, practical work and *Viva Voce* should carry 200 marks (*i.e.* 1/3rd of the total number of marks.)

The minimum marks for passing should be 30 per cent in each paper, 40 per cent in the dissertation and 40 per cent in the aggregate to pass the whole examination.

and

History of Education in Modern India from 1698-1854.

Paper II—History of Education in Modern India from 1854 to the present day.

(2) *Administration of Education.*

Paper I—Principles of Educational Administration and Educational Administration in India (General)

Paper II—Educational Administration in detail of the State in which the University is situated.

(3) *Comparative Education:*

Paper I—U.K., U.S.A., & U.S.S.R.

Paper II—Any *five* of the following countries:—Japan, China, Egypt, Turkey, Phillippines, Australia, Canada, Germany, France & Denmark.

(4) *Educational Philosophy in the East & the West*

Papers I & II—They should be on the lines of the course in the new M. Ed. syllabus of the Bombay University.

(5) *Experimental Education:*

Papers I & II—This also should be on the lines of the new M. Ed. syllabus of the Bombay University.

(6) *Advanced Educational Psychology:* The detailed course will have to be drawn up with the help of the experts.

Each paper should carry 100 marks, but no marks should be assigned to the dissertation. The examiner should assess it and state whether it is 'accepted' or 'rejected'. If it is accepted, it should be considered over for a period of three years or two chances in the examination, even if the candidate were to fail in the papers. When the candidate has obtained the requisite marks in the written part of the examination both in individual papers and in the aggregate, his marks in the papers should be carried over for a period of three years.

The minimum number of marks for passing should be 30 in each paper and 40 in total. There should, however, be no classes. But those candidates who get 65% or more in the papers and write a dissertation of a very high quality should be given distinction.

(6) *Dissertation:*

(a) A dissertation should be made obligatory for all M. Ed. students who take the examination partly by papers and partly by thesis.

(6) This may be accepted.

(b) A dissertation should have bearing on any aspect of education embodying either (i) the record of the original investigation or (ii) a critical analysis of the existing data, or (iii) a combination of both.

(c) A dissertation should be accompanied by a certificate signed by a recognised post-graduate teacher stating that the dissertation is worthy of examination.

(7) *Co-ordination of M.Ed. Courses*: In the opinion of the Committee it is desirable to co-ordinate research work done at different Universities and for this purpose the Association of Training Colleges in India should arrange to publish synopses of theses and dissertations.

(7) This may be accepted.

(8) *Teaching*: Teaching should not form a part of the M.Ed. Course and should have its natural end at the B.T. level.

(8) This may be accepted.

R. V. PARULEKAR
T. K. N. MENON
J. P. NAIK

*N.B.* :—Members of the Special Committee on M.Ed. Course:

Shri L. P. D'Souza (Jabalpore), Chairman.
,, P. S. Naidu (Allahabad).
,, A. A. Kazimi (Patna).
Smt. K. N. Brockway (Madras).

Smt. S. P. Sukhia (Agra).

Shri V. V. Kamat (Bombay).

Shri J. M. Sen (Calcutta).

Shri D. V. Chikermane (Belgaum).

Shri R. V. Parulkar (Bombay).

Shri B. C. Asthama (Lucknow). Secretary.

The Report of this Committee (quoted above) was signed by all members except Shri J. M. Sen who signed it subject to the following observations :—

(1) That the M.Ed. course should not be awarded by thesis only; and

(2) that the part-time students should devote more than two years as a registered student of the course.

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## APPENDIX No. IV

### M. Ed. Course—Some View-points

The following is a synopsis of the different view-points put forward during the discussion on the M. Ed. Course :—

#### Admission

1. In order to maintain standards, it was urged that admission to M. Ed. course should be restricted only to those who had obtained at least a second class in any degree examination. On the other hand, it was argued that several students who had no class in any degree examination did extremely well in research because of certain special aptitudes; that failure to obtain a class may be due to economic or other reasons and not to lack of intellectual deficiency; and that the doors of the higher course should be kept open to all who care to knock.

2. A long hiatus between the completion of the B. T. course and the beginning of the M. Ed. course often resulted in the student's forgetting what little he had learnt at the B. T. level. This was a regrettable state of affairs and suggests an enquiry into the teaching methods adopted at the B. T. level. It also shows the need of keeping the hiatus between B. T. and M. Ed. as short as possible.

3. Some delegates were of the opinion that there should be no objection to the admission of fresh B. T.s to the M. Ed. course.

4. If some experience *after* the B. T. examination was to be insisted upon, some delegates felt that such experience must be of *teaching* and not of *administration*. They argued that teaching was fundamental and that no person can be an administrator without being a teacher. This was opposed on the main ground that specialisation in administration should be an important aim of the M. Ed. course.

**Duration of the Course**

1. It was felt by some delegates that the duration of the course should be two years for full-time students and three years for part-time students.

**Papers and Research**

1. Shri J. M. Sen felt that M. Ed. may be given by papers only.

2. Several delegates felt that one year was too short a period to do justice to any "dissertation". If dissertation were to be compulsory, they felt that the period should be lengthened to two years.

3. Mir Ahmed Ali Khan narrated the experience at Osmania where the system of compulsory dissertation had not worked well and had been replaced by a system of four essays—each connected with a paper.

4. It was argued by some delegates that the requirement regarding the approval of university authorities to subjects of dissertations may lead to delays and inconveniences. They felt this restriction to be unnecessary.

5. There was a keenly divided opinion on the number of compulsory and optional papers. Some felt that three papers should be compulsory and one optional; others felt that two should be compulsory and two optional.

**Examinations**

1. Some delegates felt that no classes should be awarded at the M. Ed. examination.

2. It was argued that a *viva voce* should be obligatory in the case of all students who submitted a dissertation or a thesis.

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## APPENDIX V

## SECOND ALL INDIA CONFERENCE OF TRAINING COLLEGES, MYSORE—1951.

*List of Delegates.*

| SL. NO. | NAME & DESIGNATION |
| --- | --- |
| 1 | Prof. Mir Ahmed Ali Khan,<br>Osmania University,<br>Hyderabad—Deccan 7. |
| 2 | Prof. K. R. K. Ananthan,<br>Teachers' College,<br>Mysore. |
| 3 | Miss. P. A. Amini,<br>Lady Willingdon College,<br>Madras. |
| 4 | Miss. K. N. Brockway,<br>St. Christopher's Training College,<br>Madras. |
| 5 | Shri A. C. Deve Gowda,<br>Principal,<br>Teachers' College, Mysore. |
| 6 | Shri L. P. D'Souza,<br>Prantiya Shikshana Vidyalaya,<br>Jubbalpore. |
| 7 | Mr. A. T. Fishman,<br>Andra Christian College,<br>Guntur. |
| 8 | Dr. A. S. Gavade,<br>Indian Institute of Education,<br>Bombay. |
| 9 | Shri A. R. S. Gupta,<br>Teachers' College,<br>Mysore. |
| 10 | Mrs. S. Y. Harvey,<br>Govt. Training College for Women,<br>Simla. |

| Sl. No. | Name & Designation |
|---|---|
| 11 | Shri V. G. Jhingran,<br>D. S. Training College,<br>Aligarh. |
| 12 | Dr. A. C. Joshi,<br>Govt. Training College,<br>Jullunder. |
| 13 | Mr. A. A. Kazimi,<br>Training College,<br>Patna. |
| 14 | Shri Korah M. Mani,<br>Training College,<br>Trivandrum. |
| 15 | Dr. S. V. Kelkar,<br>Secondary Teachers' College,<br>Belgaum. |
| 16 | Sm. Marjorie Sykes,<br>Hindustani Talami Sangh,<br>Sevagram—Wardha. |
| 17 | Shri T. K. N. Menon,<br>Dean,<br>Faculty of Education and Psychology,<br>Baroda University,<br>Baroda. |
| 18 | Shri J. P. Naik,<br>Secretary,<br>Indian Institute of Education,<br>Bombay. |
| 19 | Dr. P. S. Naidu,<br>University of Allahabad,<br>Allahabad. |
| 20 | Shri R. V. Parulekar,<br>Indian Institute of Education,<br>Bombay. |

| Sl. No. | Name & Designation |
|---|---|
| 21 | Miss. S. Panandikar,<br>Secondary Training College,<br>Bombay. |
| 22 | Shri P. K. Roy,<br>Central Institute of Education,<br>Delhi. |
| 23 | Prof. H. Rahiman,<br>Muslim University,<br>Aligarh. |
| 24 | Shri K. Satyanarayana,<br>Government Training College,<br>Rajahmundry. |
| 25 | Shri J. M. Sen,<br>Calcutta University,<br>Alipore P. O. Calcutta. |
| 26 | Shri K. N. Srivastava,<br>Training College,<br>Udaipur. |
| 27 | Sister Mary Stanislas,<br>St. Joseph's Training College,<br>Guntur. |
| 28 | Shri V. N. Subrahmanyam,<br>Dr. Alagappachettiar Training<br>College, Karikudi. |
| 29 | Shri R. K. Sur,<br>Deputy Director of Education,<br>Uttarpradesh-Lucknow. |
| 30 | Shri Vedantachari,<br>Osmania University,<br>Hyderabad—Deccan 7. |
| 31 | Shri R. T. Victor,<br>Meston Training College,<br>Madras. |

| Sl. No. | Name & Designation |
|---|---|
| 32 | Kumari M. Verughese,<br>Lady Willingdon College,<br>Madras. |
| 33 | Shri S. Chaturvedi,<br>Training College,<br>Dewas—(Gwalior) |